

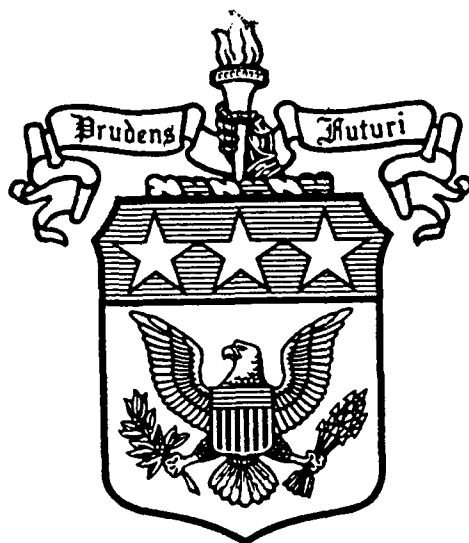
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U.S. ARMY WAR COLLEGE
ALUMNI SURVEY

GRADUATES FROM 1983-1989



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U.S. ARMY WAR COLLEGE ALUMNI SURVEY

Background

The U.S. Army War College (USAWC) is the senior service college of the Army. The purpose of USAWC, since its founding by Elihu Root in 1903, has been "not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." Elihu Root envisioned the USAWC as an environment in which "to study and confer on the great problems of national defense, of military science, and of responsible command" (Root, 1903). In 1990, that has been operationalized to prepare officers and civilians for "senior leadership responsibilities in a strategic environment during peace and war," as well as to "study the role of landpower, as part of a joint or combined force, in support of the U.S. national military strategy" (USAWC Curriculum Pamphlet, Academic Year 1991).

The USAWC offers a Military Education Level - 1 "degree" (MEL-1). This is the highest military education level designator, and is required in many of the higher level positions. The 1985 Professional Development of Officers Study recommended that all officers should have a MEL-1 education from USAWC or other equivalent school prior to promotion to Colonel. A 1990 review indicated that 75% of all colonels (O-6) are MEL-1 educated (Gresh, Pryplesh, Reed, Chappell, Frey, Hayes, Johnson, Moberg, and Polin, 1990). Further, Gresh et al. (1990) validated the Army's MEL-1 need for "76 percent of all colonels currently in the inventory."

As the size of the force diminishes, it is argued, professional development and education will become even more important. This is because senior officers would be required to fill a variety of positions - a more generalist rather than specialist approach. The MEL-1 degree provides broad education at the senior, strategic level. Currently, 96.7% of all General Officers in the tri-services and 99.2% of all Army General Officers are MEL-1 graduates (General Officer Management Office, 1990).

MEL-1 Programs Offered Through USAWC

There are three roads to the MEL-1 degree from USAWC: resident, corresponding, and senior service college (SSC) fellowship program. The same curricular materials (updated to ensure currency) are presented in resident and corresponding course formats. Hence, the nonresident course is aptly named "corresponding." The SSC program provides officers with a comparable education, but through civilian institutions throughout the country.

The Resident course is 10 months long, five days a week. Resident students interact and learn in a seminar environment. Instructional material is presented in seminar discussions, lectures and question/answer periods, case studies, exercises, and directed individual/group study. Student evaluations are conducted on evidence of preparation for class, seminar discussion participation, and written papers.

The nonresident, Corresponding Course is two years long, with two two-week in-residence phases. Instructional materials are presented in readings and performance evaluations are based on papers the students write. At the end of the first and second years, corresponding students enter the midcourse and end-of-course resident phases, respectively, at Carlisle Barracks. Both the midcourse and end-of-course resident phases emulate the resident course with its heavy emphasis on interactive seminar discussions, lectures and question/answer periods, and exercises/case studies.

The Senior Service College Fellowship Program (SSC) is a nontraditional MEL-1 producing program. It was originally established in 1986 as the Army Update Program, renamed in 1988 to the SSC Fellowship Program. It represents a recognition that the Army and some of its career officers may be better served with a specialized program in their field. Officers selected for this program are educated through postgraduate level educational institutions, as well as, non-DOD agencies which offer a unique academic/educational experience. The SSC fellowship must provide "an advanced-level educational experience which is substantially equivalent to that provided by the standard curricula (USAWC)" (Chief of Staff Regulation, [draft]). The SSC fellowship is 9 - 12 months in length.

SSC fellows participate with USAWC resident students for a one week orientation - 3 days at USAWC and 2 days in Washington, D.C. at the beginning of the Academic Year. In the fall/winter, they are required to attend a one-week residency phase with the resident students. These two activities allow and encourage fellows to get to know their peers and to facilitate networking. All other trips to USAWC are voluntary and encouraged if travel time and funds are available. Although the SSC fellows are awarded a MEL-1, they do not receive the USAWC diploma. Instead, they are awarded a USAWC certificate, as well as a certificate from their institution attesting to their participation in the fellowship program. From 1986 to 1990, selected officers were assigned to specific SSC fellowships at an institution or agency. Officers were not given a choice. That was changed for the 1990-1991 SSC fellows. Now, the officers may choose their fellowships.

Because of the differences in curricula and purposes between the traditional USAWC and the nontraditional SSC programs, a separate report will be prepared on the SSC fellowship program and its graduates. The concerns and issues surfaced by the SSC fellows indicate that any comparison with the resident and corresponding course graduates would not be reasonable.

Student Body at USAWC

The vast majority of officers attending the USAWC are Army lieutenant colonels and colonels. However, in the spirit of "jointness" and in keeping with the 1986 DOD Reorganization Act, a significant number of officers from the sister services, as well as civilians from federal organizations, and foreign military are invited to attend.

Army officers (RA, USAR, and ARNG) are all board selected. The competitive process ensures that less than 10 percent of all eligible officers are selected. The officers from other services (Air Force, Marines, Navy) and civilians are just as stringently selected. The following statistics were compiled for the classes enrolled in Fall 1988. These statistics are provided for a notional description of the USAWC students. Although the statistics will differ slightly for each of the earlier classes, the overall quality of the student body has been consistently high.

TABLE 1. STUDENT BODY COMPOSITION

COMPONENT	Resident AY89	Corres AY89	SSC AY89
Regular Army	182	204	31
U.S. Army Reserve	20*	88	
Army National Guard		50	
Other Services	36	6	
Civilians	17	3	
International Fellows	33		
CIVILIAN EDUCATION**			
Some College	1	3	
Associate	1	0	
Bachelor	63	64	1
Masters	174	225	26
Medical Degrees	5	3	
Law Degrees	6	24	2
Doctorate	5	9	2

* Includes both Army Reserve and Army National Guard officers

** Civilian education data were not available for International Fellows

As can be seen, officers from sister services and civilian organizations make up a significant portion of the resident class. In recent academic years nearly 38% of the class is non-Army. Each of the resident seminars has been composed of 16 students: 10 Army, 1 Air Force, 1 Sea Service (Navy or Marine), 2 International Fellows, and 1 civilian. The corresponding course, however, has significantly fewer non-Army students. As an example, in the Class of 1983, there were 3 non-Army graduates. Although later corresponding classes have included a few more non-Army students, they represent a much smaller proportion than in the resident class.

USAWC Curriculum Evaluation Model

Over the years, many individuals and groups have influenced the curriculum. For any school, there are many myriad groups and individuals who seek to influence any curriculum. Some of these are mandated by law, others because of tradition, because of expertise, because they are the recipients of our educational process, or simply because of interest. While interest from all these groups may be warranted and welcomed, they are sometimes at odds with each other. For example, one group may passionately favor traditional letter grading, while several other groups may vehemently oppose it. All may have valid and rational defenses of their positions - although each has its different reasons.

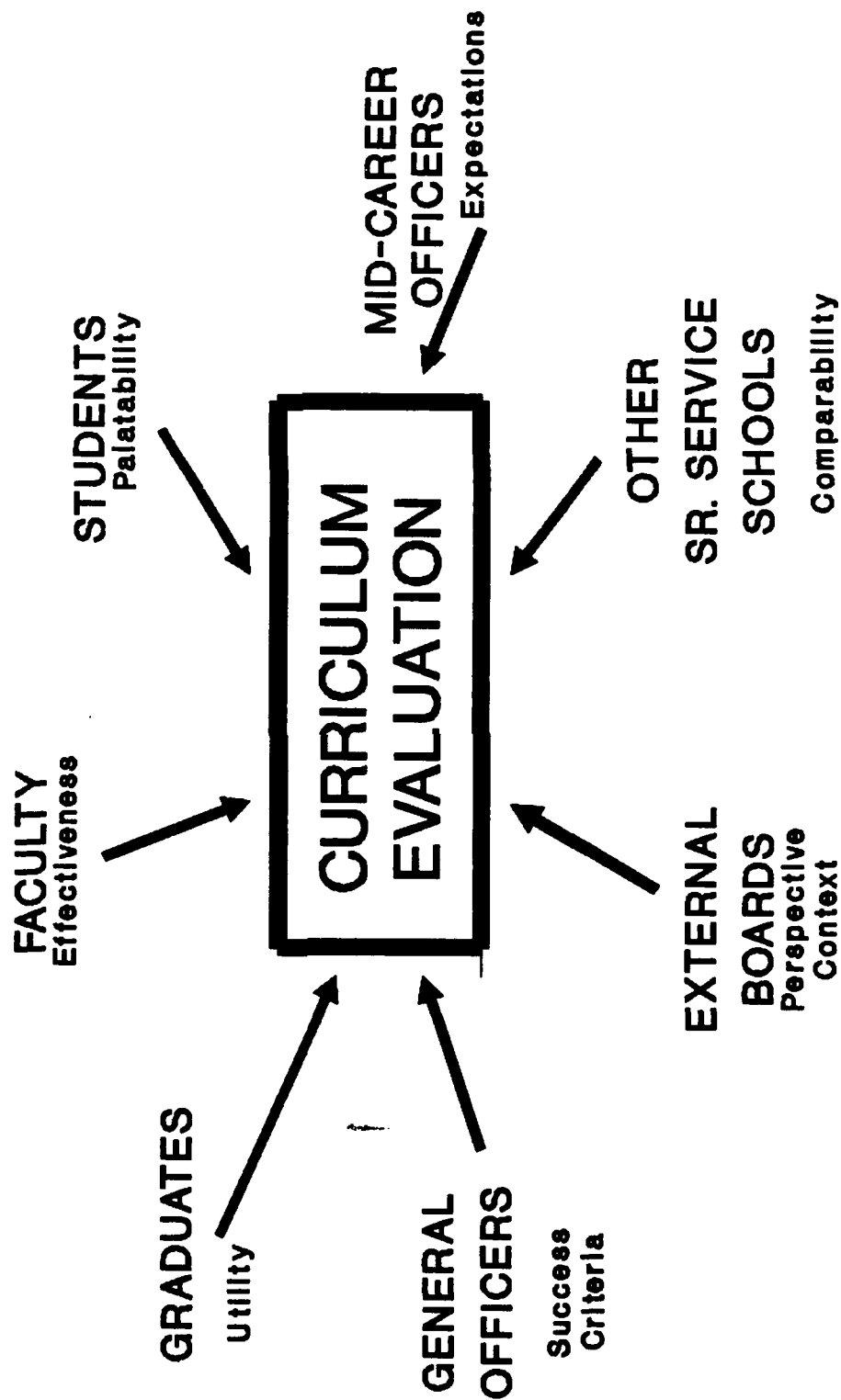
In seeking to gain an overall perspective on the various points of view of the constituency groups, USAWC has developed a comprehensive curriculum evaluation model. The model recognizes that there are at least seven important constituency groups: (1) current students, (2) current faculty, (3) graduates, (4) general officers, (5) other senior service schools, (6) mid-career officers - prior to entry at USAWC, and (7) external boards of inquiry and evaluation (Nogami, 1990). Although all groups provide information on all facets of the curriculum, each group's primary contribution is unique (Figure 1).

Students provide evaluations about individual courses and an overall assessment of the Academic Year. The quality of course materials and instruction is also rated, but primarily the data from students is indicative of what they think will be useful and what they enjoyed. Palatability is important because if students don't like a course or don't see the value of the materials, they are less likely to get the most out of it.

Faculty are able to judge course content and the effectiveness of different teaching methods. They are responsible for selecting and preparing course materials, developing effective presentation methods, teaching and evaluating student performance. They are in a good position to evaluate all aspects of their individual courses.

FIGURE 1

CURRICULUM EVALUATION



The real test of whether USAWC is teaching the skills and knowledge necessary for senior leadership can best be determined by USAWC graduates and General Officers. Graduates should be better able to successfully perform their duties because of the skills and knowledge imparted or developed at USAWC. The input from graduates is a validity check: did USAWC prepare them for their assignments? (Nogami and Davis, 1989).

The separate groups of General Officers (GOs) and graduates will overlap with time. General Officers have an overview of the many job related requirements of colonels and GO's. They offer at least two important groups of information: consensual validation (to the graduates' input) and a forward look into evolving needs and skill requirements. General Officers are in positions to identify new GO skills that will be required in the near and immediate future - helping to make USAWC more pro-active in curriculum planning and implementation.

With the emphasis on jointness and cooperation, it is imperative that USAWC have (at least) a comparable program with the other services. The level of instruction and the information presented should be appropriate and on a par with (or be better than) education from other senior service schools. This will ensure both a more effective joint service environment, as well as help ensure that the best officers desire to come to USAWC as faculty and students.

Mid-career officers are the future students at the USAWC. Comments on surveys and during the Academic Year indicate that the way students originally perceived the value of the year shaped what they got out of it. A better understanding of student expectations could lead to more effective teaching and motivational methods - from peer pressure to individual research and study time.

External boards of inquiry or evaluation come from various sources: Congress (e.g., Skelton, 1988; General Accounting Office, 1991), the American Council on Education, DOD and DA Commissions and Panels (e.g., Haines, 1966; Joint Professional Military Education Panel, 1990; etc.). These boards provide information on the comparability of the USAWC curriculum to other curricula - both military and civilian. USAWC faculty and staff also participate in the Military Education Coordinating Committee (MECC) and the Federal Degree Granting Institutions (FDGI) Committee. These committees provide an informal forum for exchange of information and cooperatively dealing with issues and problems. In the context of total military education, these boards put the USAWC experience in perspective - as a strong link in the chain of total military education. Their primary contribution involves "how others see USAWC" - in an unbiased fashion.

All of these constituent groups are important to USAWC. They all contribute to improving the USAWC curriculum for present and future students. No one group can provide all the information needed, but each group's unique contribution enriches the total product. Each group presents data that is somewhat biased. Take the example of the students. Their impressions of what will be useful and not useful are not always borne out after they leave USAWC. In the 1988 Survey, graduates indicated that they disliked PPBS instruction and did not feel it would be extremely worthwhile. Yet, they have since found it to be one of the most useful subjects in the field.

This multi-faceted approach assures USAWC that all input is taken in context and that there is a balance between the groups, so that biases can be rationally discounted. Hopefully, this will help USAWC to truly offer an outstanding, valid curriculum which is less subject to the "fashion of the day."

USAWC Curriculum

In 1903 when Tasker Bliss was in the process of opening the first session of the Army War College, the session without students, he posed for himself three very basic questions. What shall be taught? How shall it be taught? How shall the teaching be extended to the greatest number? (p. 243, Ball, 1984)

The questions are still valid. The knowledge and skills taught and the teaching methodologies are still, and probably will always be under discussion. Although the mission of USAWC has never changed: "to prepare selected military officers and civilians for senior leadership responsibilities," through the years, the USAWC curriculum has changed to meet the needs of a rapidly changing Army and world. Courses and topics have been added, modified or deleted. Curricula have changed as USAWC responded to, or anticipated, changing Army and national needs.

In 1908, General Wotherspoon outlined the USAWC curriculum as consisting of "exercises in issuing verbal orders, conferences on tactics, tactical rides, strategic and tactical map exercises, special studies of military importance, lectures, campaign studies with accompanying staff rides, and war studies" (Pappas, 1979). Since that time, the curriculum has constantly changed. Topics of study have changed, as well as the pedagogical methods.

In more recent times, the curriculum has evolved into core courses, advanced courses, a military studies project, and the National Security Seminar for the residents. For the corresponding studies students, the curriculum consists of courses, and two in-residence phases - the Midcourse and End-of-Course. In Academic Year 1991, the resident student was exposed

to 4 core courses, selected 6 advanced courses, completed a military studies project, and participated in the National Security Seminar. The corresponding course student had 11 courses to complete - encompassing all of the resident core course materials, as well as some of the topics covered through the advanced courses - and the Midcourse and End-of-Course resident phases.

The dynamic quality of change can even be seen in the Academic Years 1983 - 1989 timeframe. Figure 2 below gives a curriculum overview for the 1983 - 1989 years. On the face of it, it would appear that the curriculum has changed drastically - has been shortened or curtailed. The curriculum has been re-configured -there are fewer core courses in the resident and corresponding curricula in 1989 than in 1983. A close examination of the topics taught within the number of courses, indicates that this is a consolidation of topics within courses. As expected, the total number of weeks in the core curriculum has remained the same. The packaging has changed more than the content.

Still, one should note that course content has evolved. For example, the instruction on the Union of Soviet Socialist Republics (USSR) has changed from viewing it as our chief adversary to viewing it in transition and reform. Another evolutionary change is more pervasive. USAWC has gone from a more parochial Army approach to issues and warfighting to a more "joint" or "purple" approach. In AY89, USAWC had a specific Joint Staff Officer (JSO) program. Today, all officers need that program, and information from the JSO has been incorporated throughout the curriculum. All of the changes have been undertaken to tailor the curriculum to the "real world" needs of today and to prepare officers for tomorrow.

USAWC Biennial Survey of Graduates

In 1988, USAWC conducted the first survey of its graduates. Respondents were graduates still on active duty, from Academic Years 1983 to 1987. Both resident and corresponding course graduates from all branches of the Army were included. The purpose of the survey was to determine the relevance of the curriculum to the graduates' jobs and positions (Nogami and Davis, 1989).

The data were very important indicators of the utility of USAWC courses to graduates' in their present assignments. However, as with all one-time surveys, it presents only a snapshot. In this case, a snapshot based on specific positions at one point in time. As some respondents stated, they would have answered the questions very differently if asked about their other assignments.

FIGURE 2 CURRICULUM OVERVIEW FOR ACADEMIC YEARS 1983 - 1989

ACADEMIC YEAR	83	84	85	86	87	88	89
RESIDENT COMMON OVERVIEW							
# COURSES	16	10	10	7	7	7	7
TIME IN WEEKS	33	33	33	34	34	35	35
ADVANCED COURSES							
# TERMS	1	1	1	1	1	2	3
# REQUIRED	4	4	4	4	4	1/4	1/1/4
TIME IN WEEKS	10	10	10	9	9	9+8	8+8+8
NATL SECURITY SEMINAR							
TIME IN WEEKS	1	1	1	1	1	1	1
CORRESPONDING STUDIES							
# COURSES	12	12	12	12	11	11	11

* These advanced course weeks overlap the common overview.

The purpose of the USAWC is to prepare the Army senior leaders for future positions. In operational terms, this means preparing officers for the 5 - 7 years of service following USAWC. During these years, it can be assumed that the graduate will fill 2 to 5 different assignments, as diverse as brigade commander to USAR adviser to National Security Council or Joint Chiefs of Staff adviser. Skills and knowledge important to any one position may not directly apply to another position.

To compensate for the static nature of the earlier survey, the USAWC has instituted a biennial survey of graduates beginning in 1990. This is a longitudinal survey which will follow individuals over time. This will allow USAWC to identify skills and topics that are useful, not just in the job the respondent is currently holding, but in all positions s/he has filled.

METHODOLOGY

Respondents

Although the students/graduates are from all the sister services, civilian federal agencies, and other countries, USAWC's primary audience is Army officers (Regular Army, Army Reserves, and Army National Guard). The criteria for inclusion for the survey were: (1) Army officer, (2) graduate of USAWC (USAWC MEL-1), (3) MEL-1 from AY83 to AY89, (4) not on retired status. This included Resident and Corresponding Studies graduates, as well as Senior Service College Fellows. To accomplish this, three separate and distinct databases were utilized: USAWC Historical Database, MILPERCEN Database, and ARPERCEN Database.

The USAWC Historical Database was queried for all Army officer graduates from Academic Year (AY) 1983 to 1989, who were "not on retired status." The original query resulted in approximately 2600 names. Although we were absolutely certain that these were all graduates of USAWC, it was not certain that a number were "not in retired status" due to the problems of keeping the database current (see the section on Database, below).

In January, 1990, MILPERCEN and ARPERCEN were requested to cross-match the USAWC list of graduates. The purpose of this was to eliminate all officers "not in retired status," and to provide USAWC with current addresses. In a cross-referencing, MILPERCEN identified 1034 as still active and USAWC graduates from AY83 - AY89. Current rank and addresses were provided for each of these officers. MILPERCEN, however, could only provide information of Field Grade officers; General Officers data are kept in a separate database. ARPERCEN matched 523 names of ARNG and USAR

officers, and provided current rank and addresses. Combining the information from MILPERCEN and ARPERCEN resulted in a population of 1557 graduates. The USAWC Historical Database was queried for names and addresses of General Officers and SSC fellows - an additional 117 graduates, for a total of 1674. Breakdown is as follows by component and MEL-1 producing program.

Table 2. USAWC MEL-1 Program Graduates

	Resident	CSC	SSC	Totals
US Army	1014	33	96	1143*
US Army Reserves	31	223	0	254
Army National Guard	71	204	7	282
Totals	1116	460	103	1679*

* 6 were double entries - SSC Fellows were also USAWC CSC graduates, resulting in 1673 individuals.

Procedure

In April 1990, survey packets were sent to each of the 1673 officers. They were sent to either residence or office based on the address found on MILPERCEN or ARPERCEN files. The survey packets included a letter from the Commandant, the survey booklet, an optical scan form for recording answers, and a postage-paid return envelope. Table 3 below shows the breakdown of the 1,673 names into the USAWC MEL-1 producing programs.

Table 3. Number of Surveys Sent

TOTAL SAMPLE	1,673	
454*	103	1,116
Corresponding	SSC	Resident

* Although this number is smaller than expected, this was verified with a second listing from MILPERCEN and ARPERCEN.

Two months after the first mailing of the survey, a reminder postcard was sent to the nonrespondents. The reminder notice was a request to complete the survey, or if the survey was lost or had not been delivered, to contact USAWC for a replacement survey. Nearly 100 requests for replacement surveys were received. Both the mailings and the reminder notices were sent by First Class Mail. Surveys received by 30 September 1990 - five months after the initial mailings - were included in the analyses.

Survey Instrument

The Biennial Survey is designed to provide USAWC information which will help to "evaluate the relevance of the curriculum and help the College plan for future needs and long term educational objectives" (letter from the Commandant, 1990). The survey is designed to have two parts: one, a core set of questions; and two, a set of issues of immediate concern. The core questionnaire consists of the following topics: Demographics, Reputation of USAWC, Curriculum Topics, Rigor and Academic Requirements, Usefulness of Curriculum to their Present Assignments, Future Expectations, Needs of Future USAWC Graduates, and Outreach or Updating Requirements. These questions will be on every biennial survey.

The second, more changeable set of questions, will vary in the surveys. These will be questions that are responsive to specific, time sensitive topics which may have little or no applicability in a longitudinal study. For example, in the present survey, the issue of letter grading at USAWC was included because of Congressional interest in the matter. Should this matter be resolved or interest dissipate, this may not be included in any future survey. A copy of the letter from the Commandant and the Survey of USAWC Graduates from Academic Years 1983 - 1989 is at Appendix A.

Database

To support a longitudinal research effort, USAWC - Directorate of Information Management (DOIM) designed and developed the DAA Longitudinal Survey Database (DAALSD). The DAALSD was developed from three sources of information about USAWC graduates: the USAWC Historical Database, the Military Personnel Center (MILPERCEN) Database, Washington, DC, and the Army Reserve Personnel Center (ARPERCEN) Database, St Louis, MO.

The USAWC Historical Database contains the names of all graduates of the USAWC since 1905. Information contained includes: address, status, branch, graduating year, and other core information. There is no scheduled maintenance to keep the database current. The Historical Database is updated on a random basis and at the discretion of the people in the database. As past graduates or other sources let us know of changes of address, status, etc, the database is updated manually one record at a time. This database is only as accurate and current as graduates' or other informal sources of information permit.

The MILPERCEN and ARPERCEN Databases contain the official, current addresses of all military members. MILPERCEN includes information on active duty personnel, ARPERCEN on the Reserve Component (to include National Guard) personnel. MILPERCEN updates their database on a daily basis and contains all pertinent information for all enlisted and all officers up to the field grade. General Officer information is kept on the General Officer Management Office (GOMO) Database.

The DAALSD consists of two relational data files. The first file, the "survey-group" contains the name, current address, and major categorical information, i.e., component, branch, year of graduation from USAWC). The second data file, "reply," consists of 9 fields containing information on which surveys were sent and response/no response noted for each individual.

Analysis

The numeric, optically scanned data were analyzed using the SPSSX-PC+ package of statistical analyses. Descriptive analyses, as well as comparative analyses, were performed. Frequency distributions, chi-square, as well as analysis of variance (ANOVA) methods were employed. For the open-ended questions which asked for narrative responses, a content analysis procedure was used to identify trends.

RESULTS

Response Rate

As of 10 October 1990, a total of 1,179 completed surveys were received. This represents a 70.5% response rate (1,179 divided by 1,673 sent).

Table 4. Mailings and Response Rates

	TOTAL	Res	Corres	SSC
Initial Mailing:	1,673	1,116	454	103
1st Returns: (As of 6/15/90)	1,023*	681	270	62
<u>REMINDER NOTICES TO 650</u>				
2nd Returns: (As of 10/10/90)	156	91**	68**	7**
<hr/>				
Total	1,179	772	338	69
Response Rate:	70.5%	69.0%	74.2%	69.9%

(* includes 10 with no MEL-1 identification)

(** 10 with no IDs coded into correct MEL-1 categories)

The response rate of 70% is very respectable. In most Army mail-out surveys, a 60% response rate is considered to be very good. The reminder notice resulted in an additional 15% response rate. The additional response rate was well worth the time and postage of mailing reminder notices.

Both the survey mailings and the reminder notices were sent "first class mail." This should have resulted in faster receipt of mail and all undeliverable mail being returned to sender. Some respondents reported initial receipt one to two months after mailing - especially when it was outside the Continental United States (OCONUS) or when forwarded from one address to another.

Due to the transient nature of assignments, it is very likely that many survey packets were not received by the intended respondent. Surveys that were delivered to previous residential and office addresses were possibly relegated to the "round file." A cursory overview indicates that many of the nonrespondents have only residential addresses. Fewer than ten survey packets and reminder postcards were returned by the post office.

Demographics

The following tables describe the respondent population by MEL-1 program (Table 5), year of MEL-1 award (Table 6), current rank (Table 7), year of MEL-1 by current rank by year of graduation, USAWC and SSCFP separately (Tables 8 and 9), branch (Table 10), component (Table 11), source of commissioning (Table 12), highest civilian education prior to USAWC MEL-1 (Table 13), and Vietnam experience (Table 14). Because the survey is primarily concerned with the applicability of the USAWC curriculum to the Army assignment, 26 respondents who stated that they are retirees were excluded from the analyses.

Separate analyses were conducted for Resident/Corresponding and Senior Service College Fellows (SSC). Although they both result in a USAWC MEL-1, the programs are too dissimilar to permit aggregation of data. Note also that the Senior Service College Fellows Program did not start until Academic Year 1986. It superseded the Army Update Program. Data from the SSC will be presented separately.

TABLE 5. MEL-1 PRODUCING PROGRAM

CORRESPONDING	325
RESIDENT	760
SENIOR SERVICE COLLEGE	68
	<hr/> 1,153

TABLE 6. YEAR OF MEL-1 AWARD

	<u>USAWC</u>	<u>SSC</u>
1983	113	
1984	112	
1985	152	
1986	179	8
1987	189	15
1988	159	21
1989	181	24
	<hr/> 1,085	<hr/> 68

TABLE 7. CURRENT RANK

	<u>USAWC</u>	<u>SSC</u>
LTC	42	4
LTC(P)	102	13
COL	845	51
COL(P)	40	
BG	47	
MG	9	
	<u>1,085</u>	<u>68</u>

TABLE 8. YEAR OF MEL-1 BY CURRENT RANK
USAWC RESIDENT AND CORRESPONDING

	1989	1988	1987	1986	1985	1984	1983
LTC	13.8*	4.4	1.6	2.8	.7	-	.9
LTC(P)	34.3	17.0	6.3	.6	-	-	-
COL	50.8	75.5	87.8	91.1	84.2	86.6	69.9
COL(P)	-	1.9	1.6	2.8	9.2	7.1	6.2
BG	1.1	1.3	2.1	2.8	5.9	4.5	17.7
MG	-	-	.5	-	-	1.8	5.3

* % of each year group by rank. Each column adds up to 100%.

TABLE 9. YEAR OF MEL-1 BY CURRENT RANK
USAWC SENIOR SERVICE COLLEGE FELLOWS

	1989	1988	1987	1986	1985	1984	1983
LTC	8.3	9.5					
LTC(P)	37.5	19.0					
COL	54.2	71.4	100.0	100.0			
COL(P)							

TABLE 10. BRANCH

	<u>USAWC</u>	<u>SSC</u>
Combat Arms	51.8%	60.3
Combat Support	20.2	27.9
Combat Service Support	21.0	8.8
Health Service Command	4.3	1.5
Other	2.6	1.5

TABLE 11. COMPONENT

	<u>USAWC</u>	<u>SSC</u>
Regular Army	65.8%	89.7
Army National Guard	14.6	10.3
Army Reserve	19.6	

TABLE 12. SOURCE OF COMMISSIONING

	<u>USAWC</u>	<u>SSC</u>
USMA	10.1%	41.2
ARMY ROTC	53.8	33.8
ARMY OCS	25.4	20.6
OTHER SERVICE ACADEMIES	.3	
OTHER SERVICE ROTC	.4	
OTHER SERVICE OCS	1.6	
DIRECT COMMISSION	6.7	4.4
OTHER	1.7	

TABLE 13. VIETNAM EXPERIENCE

	<u>USAWC</u>	<u>SSC</u>
YES	74.7	88.2
NO	25.2	11.8

TABLE 14. HIGHEST CIVILIAN EDUCATION PRIOR TO USAWC MEL-1

	<u>USAWC</u>	<u>SSC</u>
HIGH SCHOOL	.1	
SOME COLLEGE	1.4	
ASSOCIATES/2 YR DEGREE	1.0	
BACHELOR'S/4 YR DEGREE	12.6	
SOME GRADUATE CREDITS	10.5	1.5
MASTER'S DEGREE	50.2	61.8
POST GRADUATE CREDITS	11.8	22.1
PHD/EDD/JD	12.4	14.7

TABLE 15. RANK AT ENTRY

	<u>USAWC</u>	<u>SSC</u>
LIEUTENANT COLONEL	64.7	57.4
LIEUTENANT COLONEL (P)	20.5	35.3
COLONEL	14.8	7.4

The demographics indicate that all academic years (from 1983 to 1989) are well represented (Table 6). The respondent population (current rank) is predominantly colonels (O-6) (Table 7). As expected, the more recent year groups have a larger percentage of LTC(P) and LTC than earlier year groups for all USAWC MEL-1 Programs (Tables 8 and 9). General officers made up 23% of the 1983 year group, and only 1% of the 1989 class.

The majority of the respondents are from the combat arms and are in the Regular Army (Tables 10 and 11). Only 12% of the SSC graduates were from the Combat Service Support (CSS), Health Service Command (HSC) or other branches of the Army. In comparison, 28% of the USAWC graduates were from CSS, HSC, or other branches. This may account for the relatively larger proportion of the SSC graduates having Vietnam experience than USAWC graduates (Table 13). USAWC graduates were more likely to be commissioned through ROTC or OCS than USMA (79% vs. 10%). SSC graduates were more likely than USAWC graduates to have been commissioned through USMA (41% vs. 10%) (Table 12).

At commencement of the USAWC curriculum, officers were already well educated with 74% of students entering the USAWC MEL-1 programs and 98% of the SSC MEL-1 students holding masters' degrees or higher (Table 14). At entry, the majority of the officers to USAWC and SSC were lieutenant colonels or lieutenant colonel - promotable (LTC-P); the remainder were colonels (Table 15). A greater proportion of the SSC fellows entered as LTC-P than USAWC students (35% to 25%).

Curriculum Topics

A MEL-1 certificate/degree from either USAWC or any SSC fellowship attests to the military academic credentials of the officer. The USAWC resident and corresponding programs cover essentially the same topics. However, because the SSC fellowships are dependent on the school/position a fellow is assigned, there are significant differences between the USAWC and SSC programs. Comparisons between the USAWC and SSC curricula are not relevant. The data included in the remainder of this report combines both resident and corresponding students, but does not include senior service college fellows.

Eighty-four percent (84%) of the respondents agreed or strongly agreed with the statement that the "USAWC curriculum covered the right subjects for my professional development." Only 3% indicated disagreement. Considering the number of curricular years covered by this survey and the variety of assignments graduates receive, the percentage of satisfied graduates is remarkable.

Forty separate curriculum topics and programs were listed in the Graduate Survey. These subjects and topics are current topics, but most are common for the entire timeframe from AY83 to AY89. Respondents were asked to rate "how useful each of the topics is in your present position." A 5-point rating scale (from 1 = not at all to 5 = very greatly) was employed. Because the respondents spanned seven years with different curricula, a sixth response - "not applicable" - was available for those topics which were not covered in sufficient depth in any Academic Year. For purposes of analysis and interpretation of utility of topics, all following charts will exclude the "not applicable" responses. Table 16 indicates the percentage of respondents indicating "not applicable." Some of the "additional curriculum topics and programs" were voluntary programs which may account for the larger number of "not applicables." The Military Studies Program (MSP) was required in the resident program, but not in the corresponding studies program.

Table 17 shows the average rating for each of the curriculum topics. It is interesting to note that all topics are above the mid-point of the scale (mid-point = 2.5). This indicates that

TABLE 16. CURRICULUM TOPICS: NOT APPLICABLE/NOT OFFERED

<u>THE SENIOR LEADER</u>	N/A NOT OFFERED
Senior leadership competencies	5.1%
Ethics and values of the senior leader	1.1
Strategic and operational dec-making	2.5
Self assess (e.g., M-B personal/pref)	3.5
Command in war	6.2
Strategic vision	4.5
Human dimension of combat	6.1
<u>WAR, NATIONAL POLICY AND STRATEGY</u>	
Theory and nature of war	1.6
Elements of national power	1.3
Domestic environments on natl sec policy	1.8
Global environments on natl sec policy	1.8
Formulating/analyzing natl sec policy	2.9
Formulating/analyzing natl mil strat	2.5
Historical assessment of natl strategy	2.5
Strategic/theater nuclear concepts/issues	4.0
Regional and global strategic appraisals	2.1
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>	
Operational continuum (spectrum conflict)	3.6
Formulating joint mil strat & doct	4.3
Joint operations planning system (JOPS)	4.4
Plng, progrming, budgeting system (PPBS)	1.7
Joint strategic planning system (JSPS)	3.6
Structure & capabilities of mil forces	2.0
Army dev, resources, sustains, mobilizes	1.2
Planning and execution of strategy	2.3
Process of mid-range policy formulation	3.8
Theater planning at Unified Command level	5.6
Security assistance	4.2
Operational art	4.1
Org & functions of non-military agencies	4.4
Risk assessment	4.8
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>	
Effective oral communication	7.9
Effective written communication	3.7
Word processing & computer skills	22.5
Assessing your general health & fitness	5.9
Type A/B and stress management	8.9
Military studies program (MSP)	19.8
Military families program	22.1
Advanced courses program	22.6
TV and media workshop	41.5
Military history - lessons learned	7.3

TABLE 17. MEAN UTILITY OF CURRICULUM TOPICS

<u>THE SENIOR LEADER</u>	<u>OVERALL MEAN</u>
Senior leadership competencies	3.9
Ethics and values of the senior leader	4.0
Strategic and operational dec-making	3.6
Self assess (e.g., M-B personal/pref)	3.6
Command in war	3.3
Strategic vision	3.7
Human dimension of combat	3.3
<u>WAR, NATIONAL POLICY AND STRATEGY</u>	
Theory and nature of war	3.4
Elements of national power	3.7
Domestic environments on natl sec policy	3.7
Global environments on natl sec policy	3.7
Formulating/analyzing natl sec policy	3.4
Formulating/analyzing natl mil strat	3.5
Historical assessment of natl strategy	3.3
Strategic/theater nuclear concepts/issues	3.1
Regional and global strategic appraisals	3.6
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>	
Operational continuum (spectrum conflict)	3.3
Formulating joint mil strat & doct	3.1
Joint operations planning system (JOPS)	2.9
Plng, progrmg, budgeting system (PPBS)	3.4
Joint strategic planning system (JSPS)	2.8
Structure & capabilities of mil forces	3.4
Army dev, resources, sustains, mobilizes	3.5
Planning and execution of strategy	3.3
Process of mid-range policy formulation	3.1
Theater planning at Unified Command level	2.8
Security assistance	2.8
Operational art	3.0
Org & functions of non-military agencies	3.0
Risk assessment	3.2
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>	
Effective oral communication	3.8
Effective written communication	4.0
Word processing & computer skills	3.3
Assessing your general health & fitness	3.8
Type A/B and stress management	3.7
Military studies program (MSP)	3.3
Military families program	3.2
Advanced courses program	3.6
TV and media workshop	3.0
Military history - lessons learned	3.5

regardless of level of assignment or current job, the topics have general utility. Table 18 shows the percentage of officers for whom any topic is "not at all" useful in their present job. In every case, less than 20% indicated that it was not useful. Conversely, for more than 80% of the officers each of these topics has utility.

More specific analyses for level of assignment, current job, branch of service, component (Active vs Reserve), and year of graduation have been conducted. For easy perusal, the data are presented in a slightly different format. For each of the specific analyses, asterisks (*) are used to signify 50% or more responding that the topic is of "great" or "very great" utility in their present position. These tables for "Utility of Curriculum Topics" are as follows:

- Table 19: Year of Graduation (AY83 to AY89)
- Table 20: Level of Assignment (Combined, Joint, Service, Brigade, etc.)
- Table 21: Component (Active and Reserve)
- Table 22: Branch of Service (CA, CS, CSS, HSC, Other)
- Table 23: Present Position

Educational Objectives

The graduates of the USAWC are expected to "enhance the effectiveness of the U.S. Army" by preparing them to "meet the full range of responsibilities and challenges (they) will encounter as a senior leader(s)" (Curriculum Pamphlet, Academic Year 1990, USAWC). This has been translated into seventeen objectives of the USAWC academic program. Graduates were asked to indicate to what extent these objectives were accomplished for them on a 5-point scale (1= not at all to 5= very greatly). Table 24 below shows the overall mean rating for each objective.

Judging by the mean ratings the graduates have given, all of the objectives have been well accomplished. All of the objectives are above the mid-point of the scale, with the vast majority floating in the 4.0 range (on a 5.0 scale). The USAWC appear to have prepared their graduates well by providing both relevant educational content (material) and skills. USAWC has provided its graduates with a good understanding of the role of the military, as well as providing a frame of reference for the complex issues they will face. USAWC also was seen to prepare them with conceptual and cognitive skills; i.e., thinking critically, being mentally fit, making better decisions, dealing with problems with no clear solutions, etc.

TABLE 18. UTILITY OF CURRICULUM TOPICS: 'NOT USEFUL'

<u>THE SENIOR LEADER</u>	NOT AT ALL
Senior leadership competencies	1.0
Ethics and values of the senior leader	.7
Strategic and operational dec-making	4.2
Self assess (e.g., M-B personal/pref)	5.0
Command in war	8.2
Strategic visio.	4.5
Human dimension of combat	7.1
 <u>WAR, NATIONAL POLICY AND STRATEGY</u>	
Theory and nature of war	5.1
Elements of national power	3.2
Domestic environments on natl sec policy	3.6
Global environments on natl sec policy	4.7
Formulating/analyzing natl sec policy	8.5
Formulating/analyzing natl mil strat	7.2
Historical assessment of natl strategy	8.7
Strategic/theater nuclear concepts/issues	14.0
Regional and global strategic appraisals	6.7
 <u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>	
Operational continuum (spectrum conflict)	7.6
Formulating joint mil strat & doct	11.1
Joint operations planning system (JOPS)	15.4
Plng, progrming, budgeting system (PPBS)	6.4
Joint strategic planning system (JSPS)	17.0
Structure & capabilities of mil forces	4.6
Army dev, resources, sustains, mobilizes	3.8
Planning and execution of strategy	7.4
Process of mid-range policy formulation	8.2
Theater planning at Unified Command level	17.3
Security assistance	16.8
Operational art	11.5
Org & functions of non-military agencies	8.3
Risk assessment	6.5
 <u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>	
Effective oral communication	1.9
Effective written communication	1.2
Word processing & computer skills	7.5
Assessing your general health & fitness	3.4
Type A/B and stress management	4.3
Military studies program (MSP)	8.1
Military families program	10.0
Advanced courses program	4.6
TV and media workshop	15.7
Military history - lessons learned	3.0

TABLE 19. UTILITY OF CURRICULUM TOPICS:
YEAR OF GRADUATION

<u>THE SENIOR LEADER</u>	83	84	85	86	87	88	89
Senior leadership competencies	*	*	*	*	*	*	*
Ethics and values of the senior leader	*	*	*	*	*	*	*
Strategic and operational dec-making	*	*	*	*	*	*	*
Self assess (e.g., M-B personal/pref)	*	*	*	*	*	*	*
Command in war	*	*					
Strategic vision	*	*	*	*	*	*	*
Human dimension of combat	*	*	*				
<u>WAR, NATIONAL POLICY AND STRATEGY</u>							
Theory and nature of war	*	*			*		
Elements of national power	*	*	*	*	*	*	*
Domestic environments on natl sec policy	*	*	*	*	*	*	*
Global environments on natl sec policy	*	*	*	*	*	*	*
Formulating/analyzing natl sec policy	*	*				*	*
Formulating/analyzing natl mil strat	*	*	*	*	*	*	*
Historical assessment of natl strategy	*	*				*	*
Strategic/theater nuclear concepts/issues	*						
Regional and global strategic appraisals	*	*	*	*	*	*	*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>							
Operational continuum (spectrum conflict)							
Formulating joint mil strat & doc							
Joint operations planning system (JOPS)							
Plng, progrming, budgeting system (PPBS)		*			*		
Joint strategic planning system (JSPS)							
Structure & capabilities of mil forces	*	*			*		
Army dev, resources, sustains, mobilizes	*	*	*		*		*
Planning and execution of strategy	*	*					
Process of mid-range policy formulation							
Theater planning at Unified Command level							
Security assistance							
Operational art							
Org & functions of non-military agencies							
Risk assessment							
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>							
Effective oral communication	*	*	*	*	*	*	*
Effective written communication	*	*	*	*	*	*	*
Word processing & computer skills							*
Assessing your general health & fitness	*	*	*	*	*	*	*
Type A/B and stress management	*	*	*	*	*	*	*
Military studies program (MSP)							
Military families program							
Advanced courses program	*	*	*	*	*	*	*
TV and media workshop							
Military history - lessons learned	*	*		*	*	*	*

TABLE 20. UTILITY OF CURRICULUM TOPICS:
LEVEL OF ASSIGNMENT

<u>THE SENIOR LEADER</u>	COMB	JNT	SERV	MACOM
Senior leadership competencies	*	*	*	*
Ethics and values of the senior leader	*	*	*	*
Strategic and operational dec-making	*	*	*	*
Self assess (e.g., M-B personal/pref)	*	*	*	*
Command in war	*			
Strategic vision	*	*	*	*
Human dimension of combat				
<u>WAR, NATIONAL POLICY AND STRATEGY</u>				
Theory and nature of war	*		*	
Elements of national power	*	*	*	*
Domestic environments on natl sec policy	*	*	*	*
Global environments on natl sec policy	*	*	*	*
Formulating/analyzing natl sec policy	*	*	*	
Formulating/analyzing natl mil strat	*	*	*	*
Historical assessment of natl strategy		*	*	
Strategic/theater nuclear concepts/issues	*			
Regional and global strategic appraisals	*	*	*	*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>				
Operational continuum (spectrum conflict)	*			
Formulating joint mil strat & doct		*		
Joint operations planning system (JOPS)				
Plng, progrming, budgeting system (PPBS)			*	*
Joint strategic planning system (JSPS)				
Structure & capabilities of mil forces	*		*	
Army dev, resources, sustains, mobilizes			*	*
Planning and execution of strategy	*			
Process of mid-range policy formulation				
Theater planning at Unified Command level	*			
Security assistance				
Operational art	*			
Org & functions of non-military agencies				
Risk assessment				
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>				
Effective oral communication	*	*	*	*
Effective written communication	*	*	*	*
Word processing & computer skills				*
Assessing your general health & fitness	*	*	*	*
Type A/B and stress management	*	*	*	*
Military studies program (MSP)	*			
Military families program				
Advanced courses program	*	*	*	*
TV and media workshop				
Military history - lessons learned	*		*	*

TABLE 20. UTILITY OF CURRICULUM TOPICS:
LEVEL OF ASSIGNMENT (CONT.)

<u>THE SENIOR LEADER</u>	CORPS	DIV	BDE	INSTAL	OTHER
Senior leadership competencies	*	*	*	*	*
Ethics and values of the senior leader	*	*	*	*	*
Strategic and operational dec-making	*	*	*	*	*
Self assess (e.g., M-B personal/pref)	*	*	*	*	*
Command in war	*	*	*		
Strategic vision	*	*	*	*	*
Human dimension of combat	*	*	*		
<u>WAR, NATIONAL POLICY AND STRATEGY</u>					
Theory and nature of war		*	*		*
Elements of national power	*	*	*	*	*
Domestic environments on natl sec policy		*	*	*	*
Global environments on natl sec policy		*	*		*
Formulating/analyzing natl sec policy		*			*
Formulating/analyzing natl mil strat	*	*	*		*
Historical assessment of natl strategy					*
Strategic/theater nuclear concepts/issues					
Regional and global strategic appraisals	*	*	*		*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>					
Operational continuum (spectrum conflict)			*		
Formulating joint mil strat & doct					
Joint operations planning system (JOPS)					
Plng, progrmg, budgeting system (PPBS)	*			*	
Joint strategic planning system (JSPS)	*	*			
Structure & capabilities of mil forces	*	*		*	*
Army dev, resources, sustains, mobilizes	*				
Planning and execution of strategy	*				
Process of mid-range policy formulation					
Theater planning at Unified Command level					
Security assistance					
Operational art					
Org & functions of non-military agencies					
Risk assessment					
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>					
Effective oral communication	*	*	*	*	*
Effective written communication	*	*	*	*	*
Word processing & computer skills					
Assessing your general health & fitness	*	*	*	*	*
Type A/B and stress management	*	*	*	*	*
Military studies program (MSP)		*	*	*	
Military families program				*	
Advanced courses program	*	*	*	*	*
TV and media workshop				*	
Military history - lessons learned	*	*	*	*	*

TABLE 21. UTILITY OF CURRICULUM TOPICS:
COMPONENT

<u>THE SENIOR LEADER</u>	ACTIVE	RESERVE
Senior leadership competencies	*	*
Ethics and values of the senior leader	*	*
Strategic and operational dec-making	*	*
Self assess (e.g., M-B personal/pref)	*	*
Command in war		*
Strategic vision	*	*
Human dimension of combat		*
<u>WAR, NATIONAL POLICY AND STRATEGY</u>		
Theory and nature of war		*
Elements of national power	*	*
Domestic environments on natl sec policy	*	*
Global environments on natl sec policy	*	*
Formulating/analyzing natl sec policy		*
Formulating/analyzing natl mil strat	*	*
Historical assessment of natl strategy		*
Strategic/theater nuclear concepts/issues		*
Regional and global strategic appraisals	*	*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>		
Operational continuum (spectrum conflict)		*
Formulating joint mil strat & doctrine		*
Joint operations planning system (JOPS)		
Plng, progrming, budgeting system (PPBS)	*	
Joint strategic planning system (JSPS)		
Structure & capabilities of mil forces		*
Army dev, resources, sustains, mobilizes		*
Planning and execution of strategy		*
Process of mid-range policy formulation		
Theater planning at Unified Command level		
Security assistance		
Operational art		
Org & functions of non-military agencies		
Risk assessment		*
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>		
Effective oral communication	*	*
Effective written communication	*	*
Word processing & computer skills		
Assessing your general health & fitness	*	
Type A/B and stress management	*	
Military studies program (MSP)		
Military families program		
Advanced courses program	*	
TV and media workshop		
Military history - lessons learned	*	*

TABLE 22. UTILITY OF CURRICULUM TOPICS:
BRANCH OF SERVICE

<u>THE SENIOR LEADER</u>	CA	CS	CSS	HSC	OTH
Senior leadership competencies	*	*	*	*	*
Ethics and values of the senior leader	*	*	*	*	*
Strategic and operational dec-making	*	*	*	*	*
Self assess (e.g., M-B personal/pref)	*	*	*	*	*
Command in war					
Strategic vision	*	*	*	*	*
Human dimension of combat					*
<u>WAR, NATIONAL POLICY AND STRATEGY</u>					
Theory and nature of war	*	*	*		*
Elements of national power	*	*	*	*	*
Domestic environments on natl sec policy	*	*	*	*	*
Global environments on natl sec policy	*	*	*	*	*
Formulating/analyzing natl sec policy	*	*	*	*	*
Formulating/analyzing natl mil strat	*	*	*	*	*
Historical assessment of natl strategy		*	*		*
Strategic/theater nuclear concepts/issues					
Regional and global strategic appraisals	*	*	*	*	*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>					
Operational continuum (spectrum conflict)		*			
Formulating joint mil strat & doct					
Joint operations planning system (JOPS)					
Plng, progrming, budgeting system (PPBS)			*		
Joint strategic planning system (JSPS)					
Structure & capabilities of mil forces	*	*	*		
Army dev, resources, sustains, mobilizes	*	*	*		
Planning and execution of strategy					
Process of mid-range policy formulation					
Theater planning at Unified Command level					
Security assistance					
Operational art					
Org & functions of non-military agencies					
Risk assessment					
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>					
Effective oral communication	*	*	*	*	*
Effective written communication	*	*	*	*	*
Word processing & computer skills				*	*
Assessing your general health & fitness	*	*	*	*	*
Type A/B and stress management	*	*	*	*	*
Military studies program (MSP)					
Military families program					*
Advanced courses program	*	*	*	*	*
TV and media workshop					
Military history - lessons learned	*	*	*		*

TABLE 23. UTILITY OF CURRICULUM TOPICS:
PRESENT POSITION

<u>THE SENIOR LEADER</u>	COMM	DCOMM	STAFF
Senior leadership competencies	*	*	*
Ethics and values of the senior leader	*	*	*
Strategic and operational dec-making	*	*	*
Self assess (e.g., M-B personal/pref)	*	*	*
Command in war	*	*	
Strategic vision	*	*	*
Human dimension of combat	*		
<u>WAR, NATIONAL POLICY AND STRATEGY</u>			
Theory and nature of war	*	*	*
Elements of national power	*	*	*
Domestic environments on natl sec policy	*	*	*
Global environments on natl sec policy	*	*	*
Formulating/analyzing natl sec policy		*	*
Formulating/analyzing natl mil strat	*	*	*
Historical assessment of natl strategy		*	*
Strategic/theater nuclear concepts/issues			
Regional and global strategic appraisals	*	*	*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>			
Operational continuum (spectrum conflict)		*	
Formulating joint mil strat & doct			
Joint operations planning system (JOPS)			
Plng, progrming, budgeting system (PPBS)			*
Joint strategic planning system (JSPS)			
Structure & capabilities of mil forces		*	
Army dev, resources, sustains, mobilizes		*	*
Planning and execution of strategy			
Process of mid-range policy formulation			
Theater planning at Unified Command level			
Security assistance			
Operational art			
Org & functions of non-military agencies			
Risk assessment			
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>			
Effective oral communication	*	*	*
Effective written communication	*	*	*
Word processing & computer skills			
Assessing your general health & fitness	*	*	*
Type A/B and stress management	*	*	*
Military studies program (MSP)	*		
Military families program			
Advanced courses program	*	*	*
TV and media workshop			
Military history - lessons learned	*	*	*

TABLE 23. UTILITY OF CURRICULUM TOPICS:
PRESENT POSITION (CONT.)

<u>THE SENIOR LEADER</u>	INSTR	PROG MGR	AR/NG ADV	OTHER
Senior leadership competencies	*	*	*	*
Ethics and values of the senior leader	*	*	*	*
Strategic and operational dec-making	*	*	*	*
Self assess (e.g., M-B personal/pref)	*		*	*
Command in war	*			
Strategic vision	*	*	*	*
Human dimension of combat	*			
<u>WAR, NATIONAL POLICY AND STRATEGY</u>				
Theory and nature of war	*			
Elements of national power	*	*	*	*
Domestic environments on natl sec policy	*	*	*	*
Global environments on natl sec policy	*	*	*	*
Formulating/analyzing natl sec policy	*	*	*	
Formulating/analyzing natl mil strat	*	*	*	
Historical assessment of natl strategy	*		*	
Strategic/theater nuclear concepts/issues	*			
Regional and global strategic appraisals	*	*	*	*
<u>IMPLEMENTING NATIONAL MILITARY STRATEGY</u>				
Operational continuum (spectrum conflict)	*	*		
Formulating joint mil strat & doct	*			
Joint operations planning system (JOPS)	*			
Plng, progrming, budgeting system (PPBS)	*	*	*	
Joint strategic planning system (JSPS)	*			
Structure & capabilities of mil forces	*	*	*	
Army dev, resources, sustains, mobilizes	*	*	*	*
Planning and execution of strategy	*			
Process of mid-range policy formulation	*			
Theater planning at Unified Command level	*			
Security assistance	*			
Operational art	*			
Org & functions of non-military agencies	*			
Risk assessment	*	*		
<u>OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS</u>				
Effective oral communication	*	*	*	*
Effective written communication	*	*	*	*
Word processing & computer skills		*		
Assessing your general health & fitness	*	*	*	*
Type A/B and stress management	*	*	*	*
Military studies program (MSP)	*	*		
Military families program				
Advanced courses program	*	*	*	*
TV and media workshop				
Military history - lessons learned	*	*	*	*

Table 24. Educational Objectives

How well has USAWC prepared you to:

1. Set an ethical climate in your service/organization?	3.8
2. Be physically fit	3.4
3. Be mentally fit	3.9
4. Deal with problems which have no clear cut solutions	3.8
5. Be an innovator/initiator of policy	3.7
6. Succeed in positions of broad scope & responsibility	4.0
7. Assess/plan for the future while executing in in the present	3.8
8. Think conceptually	3.9
9. Think critically	3.9
10. Work in a strategic environment	3.9
11. Understand the role of the military in a democratic society	4.1
12. Be adept in the development and use of military forces to achieve national objectives	3.9
13. Advise the National Command Authorities on the use of military forces to achieve national objectives	3.6
14. Make better decisions and give better advice	4.0
15. Provide a frame of reference which recognizes the complexity of the issues dealt with, but also provides the perspective to work through them to find solutions	3.9
16. Serve in an organization involving joint forces	3.5
17. Serve in an organization involving combined or coalition forces	3.3

A factor analysis with varimax, orthogonal rotation was conducted on the 17 educational objectives. All but one item (2 - physical fitness) loaded on one factor "Academic Objectives." To better understand the dynamics of the sample characteristics, simple one-way Analysis of Variance (ANOVA) was conducted on each of the 17 educational objectives by course of instruction (corresponding vs. resident), year of graduation (83 to 89), level of current assignment (Combined, Joint, Service, MACOM, Corps, Division, Brigade, Installation or Other), component (Active Army - RA or Reserve Component - USAR and ARNG combined), and branch of service (Combat, Combat Service, Combat Service Support, Health Services, Other). Table 25 shows the significant differences for each of the objectives by sample characteristics. *A * within the matrix indicates a $p < .05$ difference between the levels within that characteristic, two asterisks (**) will indicate $p < .01$.

TABLE 25. EDUCATIONAL OBJECTIVES
(Analysis of Variance Table)

	CRS	YR	JOB	COMP
1. Set an ethical climate		*		
2. Be physically fit	**	*		
3. Be mentally fit				**
4. Deal w/problems no clear solutions		*		**
5. Be an innovator/initiator of policy	*			**
6. Positions w/broad scope/responsibility				**
7. Assess/plan future execute present				**
8. Think conceptually				**
9. Think critically				**
10. Work in strategic environment				**
11. Understand role of military				**
12. Develop/use mil to achieve natl obj				**
13. Advise Natl Comm Authority		*	*	*
14. Better decisions & better advice				*
15. Frame of reference to find solutions				*
16. Serve in joint forces		*	*	
17. Serve in combined/coalition forces		*		

* p <.05

** p <.01

CRS = Curriculum: Resident or Corresponding

YR = Academic Year: 1983 to 1989

JOB = Level of job assignment: Combined, Joint, Service, MACOM, Brigade, etc.

COMP = Component: Regular Army or Reserve Component

There are very few differences between the resident and corresponding course on accomplishment of educational objectives. The major difference is on physical fitness. Resident graduates felt that the physical fitness objective was much better achieved than the corresponding graduates [$F(1/1041) = 88.190$, $p < .001$, means 2.78 vs. 3.70, respectively]. For the residents, physical fitness is an integral part of the curriculum, with continual monitoring. Because corresponding studies students are only at USAWC for two-weeks each summer, there is less of an emphasis on a physical fitness assessment and program for them.

Although it appears that being "an innovator/initiator of policy" was accomplished better for the corresponding than for the resident student [$F(1/1041) = 4.373$, $p < .05$ with means 3.81 and 3.62, respectively], this is due to the differences between

the Reserve Component officer and the Active duty, Regular Army officer [$F(1/1041) = 25.73$, $p < .01$]. The Reserve Component officer felt that the objective was significantly better accomplished for him/herself than for the Regular Army officer (means 3.89 vs 3.57, respectively).

Reserve Component officers (Reserve and National Guard) also were more likely than Active officers to report greater accomplishment of 13 of the 17 educational objectives regardless of the program completed (resident or corresponding). Table 26 lists the educational objectives where significant differences between the Reserve and Active officers was noted. While it may appear to infer that USAWC better prepares Reserve officers, that is probably incorrect. Active and reserve Component officers must complete the same curricula. The more likely reason is that military developmental/educational opportunities are more plentiful in the Active Component than in the Reserves. Two alternate explanations that follow from this are: (1) the Reserve Component officer feels s/he has achieved more because this is the first time s/he has been exposed to them, or (2) due to the lack of reference, the USAWC experience may be rated higher.

Joint Education

When evaluating a constantly developing, dynamic curriculum, one might look at changes and whether these are reflected by the graduates' perceptions. As the curriculum changes, the effects should be discernable and the changes in perception observable. One of these areas is in joint services doctrine and joint education.

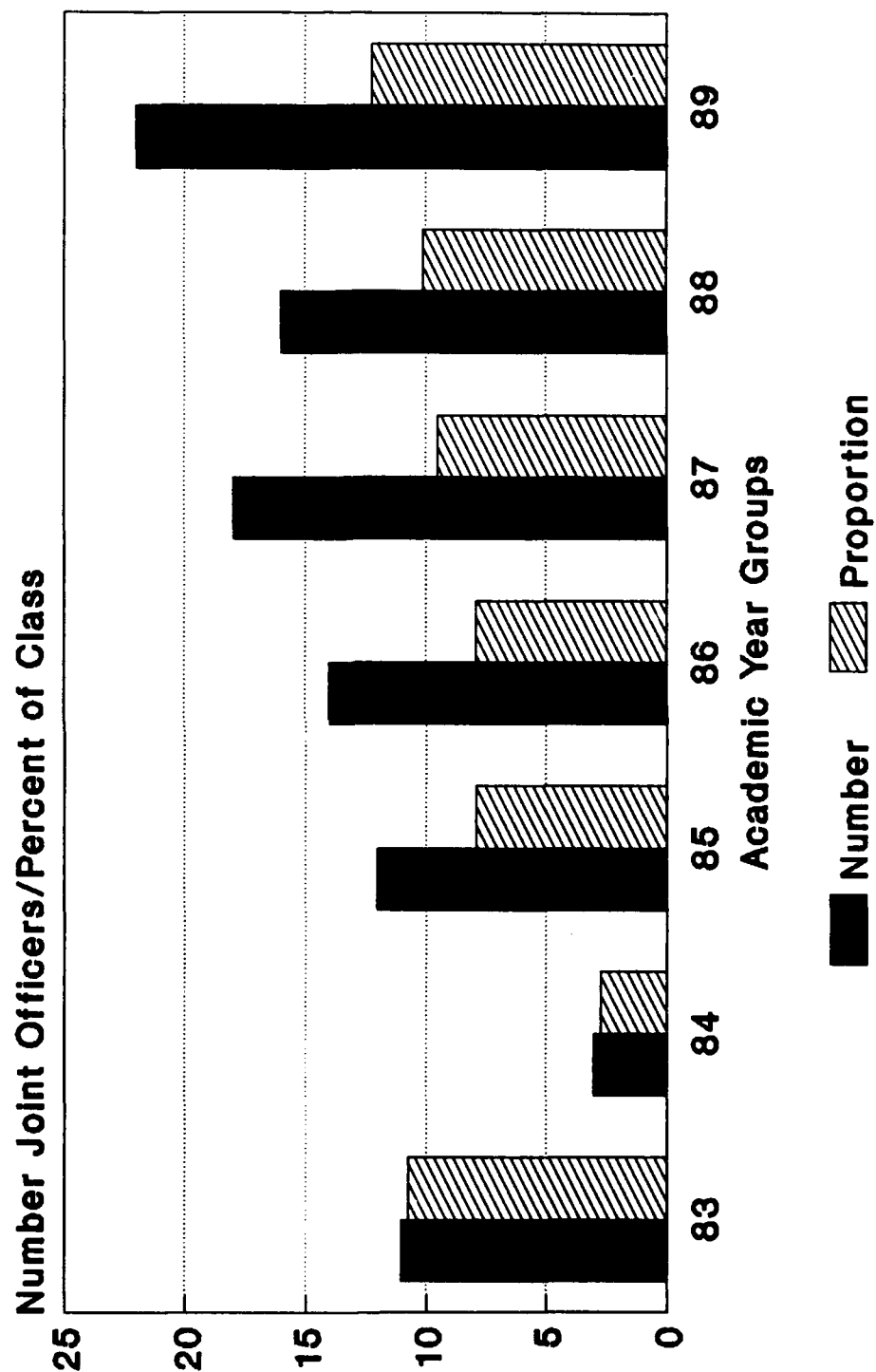
As modern military strategy has evolved, the sister services have worked more closely together. Figure 3 shows the number and proportion of officer respondents who are currently serving in joint assignments. A larger number and a slightly larger proportion in later (more recent) year groups are serving in joint assignments.

In 1983, the Goldwater-Nichols Act required that military education have a more joint focus. The impact of that can be seen on USAWC graduates. There has always been instruction on the sister services and their roles in military strategy, and all year groups agreed with the statement that "USAWC prepares one well for a joint assignment" (Mean = 3.70 on a 5 point scale).

TABLE 26. RESERVE VS. ACTIVE COMPONENTS
Significant Differences in Achieving Educational Objectives

3. Be mentally fit [F(1/1041) = 10.486, p <.01]
4. Deal with problems which have no clear cut solutions
[F(1/1041) = 9.775, p <.01]
5. Be an innovator/initiator of policy [F(1,1041) =
25.730, p <.01]
6. Succeed in positions of broad scope and responsibility
[F(1/1041) = 6.924, p <.01]
7. Assess/plan for the future while executing in the
present [F(1/1041) = 9.025, p <.01]
8. Think conceptually [F(1/1041) = 14.203, p <.01]
9. Think critically [F(1/1041) = 9.360, p <.01]
10. Work in a strategic environment [F(1/1041) = 17.154,
p <.01]
11. Understand the role of the military in a democratic
society [F(1/1041) = 12.110, p <.01]
12. Be adept in the development and use of military forces
to achieve national objectives [F(1/1041) = 18.607,
p <.01]
13. Advise the National Command Authorities on the use of
military forces to achieve national objectives
[F(1/1041) = 5.991, p <.05]
14. Make better decisions and give better advice
[F(1/1041) = 4.241, p <.05]
15. Provide a frame of reference which recognizes the
complexity of the issues dealt with, but also provides
the perspective to work through them to find solutions
[F(1/1041) = 4.599, p <.05].

FIGURE 3
OFFICERS IN JOINT ASSIGNMENTS
 Number and Proportion of Respondents



Total - 97 Officers

However, in the last few years, graduates feel they are better prepared to serve in joint [$F(6/1049) = 2.436, p < .05$] and/or combined/coalition organizations [$F(/1049) = 2.625, p < .05$]. Figure 4 shows the trends over time. Another indicator of the inclusion of joint education at USAWC is evidenced by lesser agreement by later year groups to the attitude that "USAWC's curriculum should be more 'joint'" [$F(6/1045) = 1.988, p < .05$]. Figure 5 traces the trend over time.

Army Officer Education

The increased focus on joint education, however, has not diminished USAWC's mission to enhance the U.S. Army by providing officers schooled in land warfare. Ninety-three percent (93%) felt that USAWC produces senior level officers well prepared for an Army assignment. There were no differences between year groups, curriculum (corresponding or resident), by level of assignment, or branch. USAWC was consistently viewed by all respondent groups as preparing officers well for Army assignments.

Seventy-nine percent (79%) felt that "USAWC is the best senior service school for Army officers," and 82% would "recommend USAWC over other service War Colleges to (their) subordinates." This was in spite of the fact that only 24% agreed that "USAWC graduates are better prepared than other service War College graduates" (69% reported neutrality to this statement). Only 3% felt that "A sister service MEL-1 level equivalent program would have better prepared me for senior level positions" (73% disagreed, and the remaining 25% were neutral).

Graduates were asked, "In your opinion, graduates of which senior service college get the best career enhancing assignments?" Twenty-four percent (24%) felt that USAWC graduates (to include USAWC senior service college fellows) received the best career enhancing assignments. Another 19% felt the National War College graduates fared better; but the majority, 55% felt that all senior service college graduates were about the same.

Based on the above, it appears that the graduates feel that all service War Colleges prepare their students equally well. The majority neither felt they were better prepared than other service War College graduates nor did they feel less prepared. However, they were more likely to feel that USAWC is best for Army officers, and would recommend USAWC to their subordinates. The large percentage of graduates (82%) who would recommend USAWC to their subordinates over other War Colleges is testimony to the high regard they have for the USAWC curriculum/ experience.

FIGURE 4
JOINT/COMBINED/COALITION
USAWC Preparation

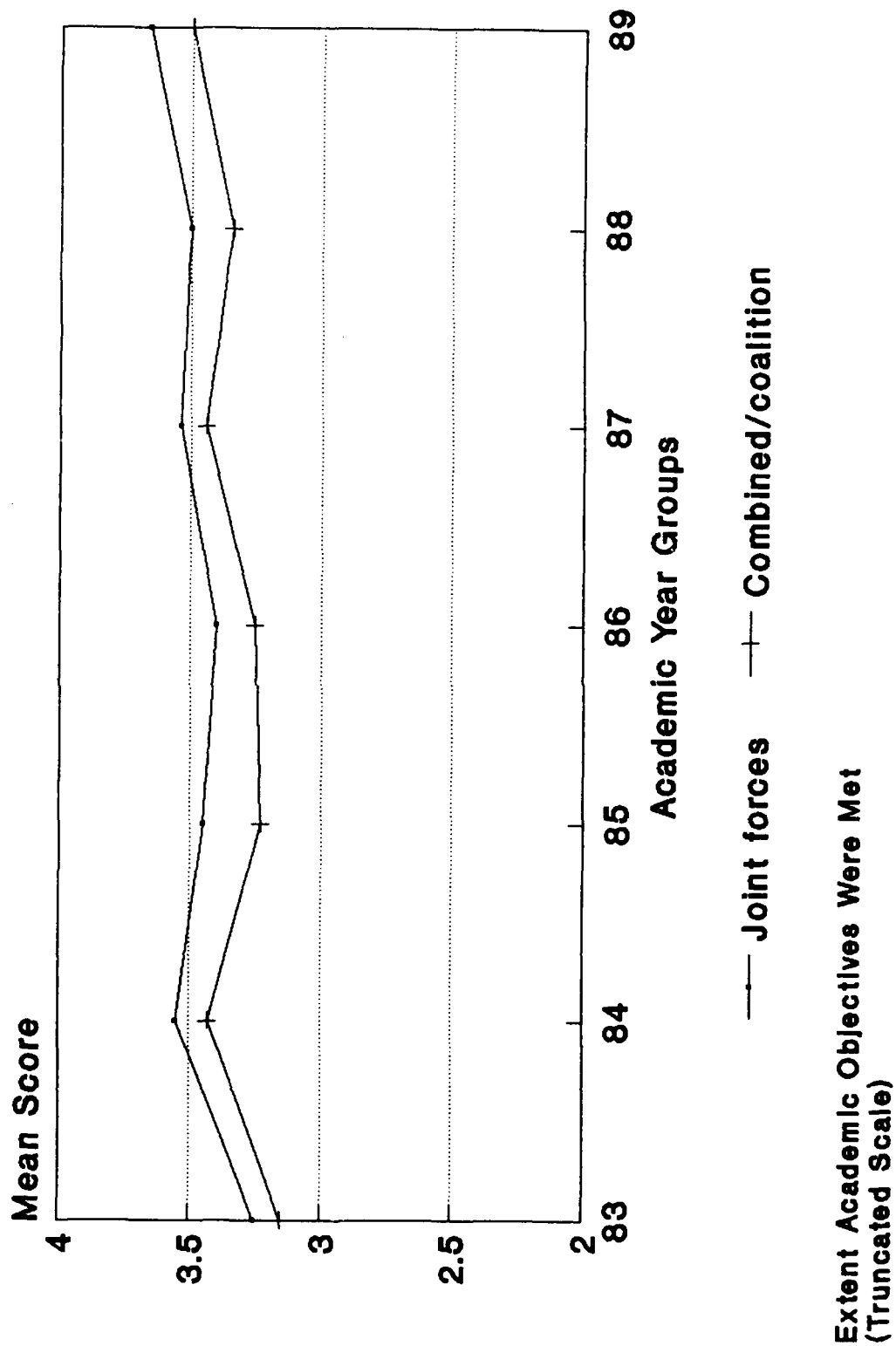
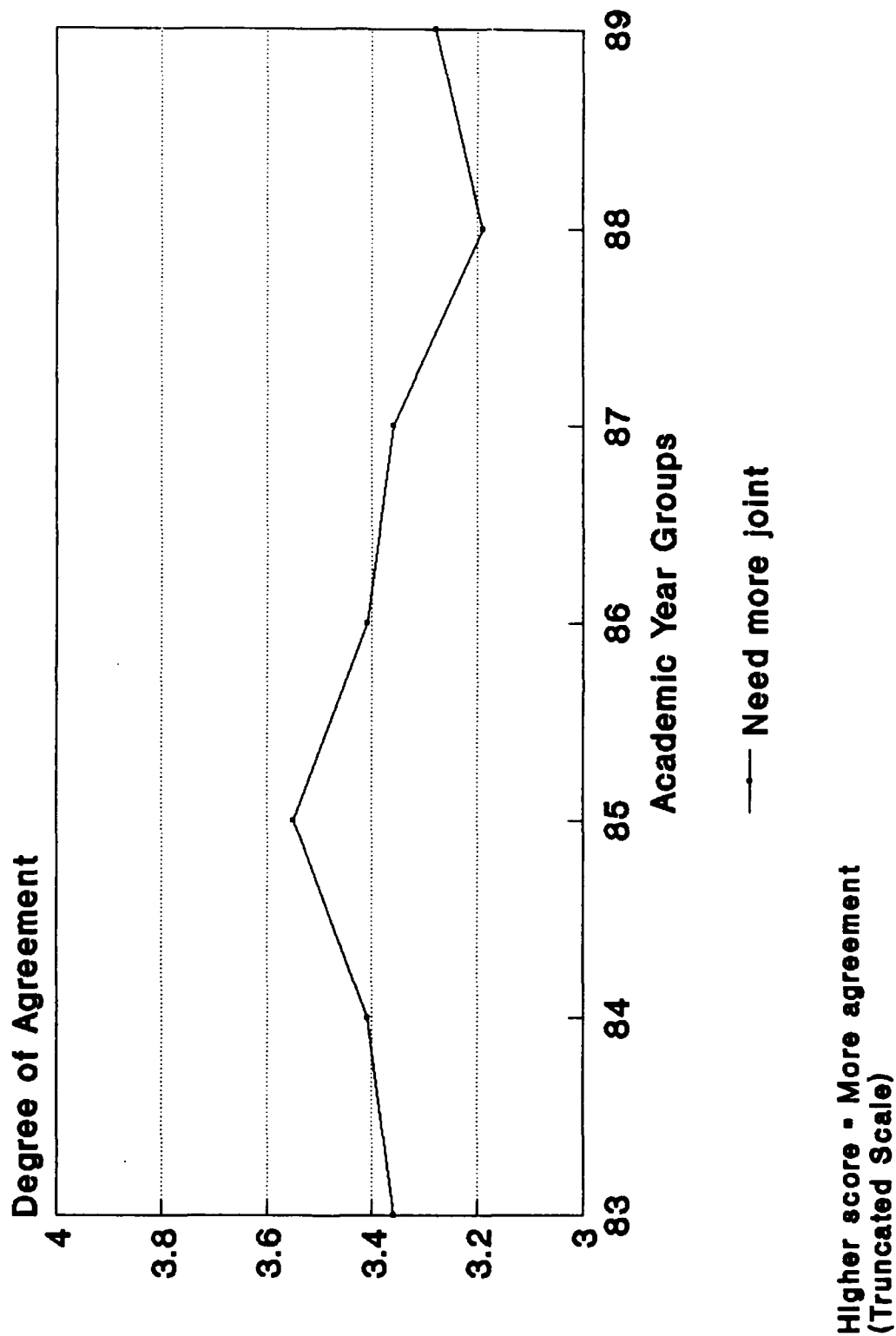


FIGURE 5
USAWC'S FOCUS SHOULD BE MORE JOINT
Agreement



Another strong indication of the value of USAWC is the overwhelming opinion (97%) that "USAWC is a worthwhile investment in people and money."

USAWC Focus

At USAWC the traditional focus has been on developing a generalist and a "total person," especially in the resident course. The core curriculum is designed to provide an overview of the many areas in which senior officers will need some familiarity. The advanced courses are designed to provide some specialized, in-depth knowledge on a limited number of topics. The "total person" concept is based on balancing one's life style (to include family and health maintenance), with academics and athletics.

The corresponding course is again focused on developing a generalist, but there is less emphasis on developing a "total person." During the two two-week in-residence phases, students are encouraged to bring their spouses/families. However, due to time constraints, the family emphasis cannot equal what is provided for resident students.

The graduates agree with the USAWC approach of developing "generalists" (mean = 4.53 on a 5-point scale), and are less likely to agree that "USAWC should produce officers who have depth of knowledge in specialized areas" (mean = 2.52). This is not to say that officers should not have expertise in specific areas; rather that given the limited time, the focus at USAWC should be on an overall "gestalt" of the topics and environments in which the senior officer is expected to operate.

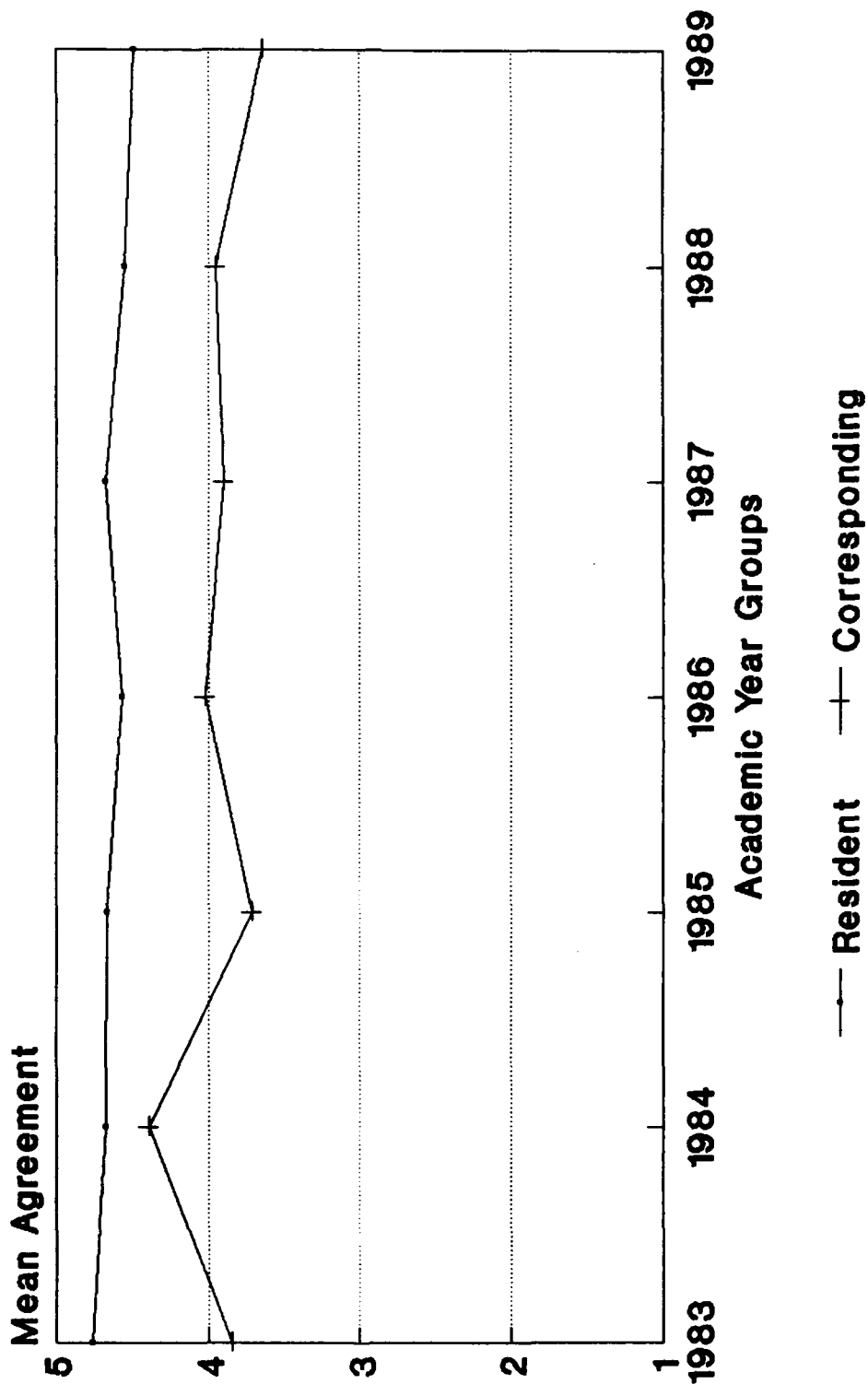
On five-point "strongly disagree = 1" to "strongly agree = 5" attitude scales, both corresponding and resident graduates strongly agreed that: "The USAWC is a 'total' experience, not just academics" (mean = 4.40), as well as strongly disagreed that "Academics should be the only focus at USAWC (mean = 1.63)." Graduates from the resident program are more likely to strongly agree with the first statement [$F(1/1049) = 81.277$, $p < .01$] and strongly disagree with the latter statement [$F(1/1049) = 17.263$, $p < .01$] than corresponding students - reflecting the differences between the two curricula (Figures 6 and 7).

Academic Rigor and Challenge

Resident students at USAWC are evaluated on their written assignments, oral presentations and participation in seminar discussions throughout the academic year (Curriculum Pamphlets, USAWC). The number of written requirements vary from year to year; currently (in Academic Year 1991), there is a general rule

FIGURE 6

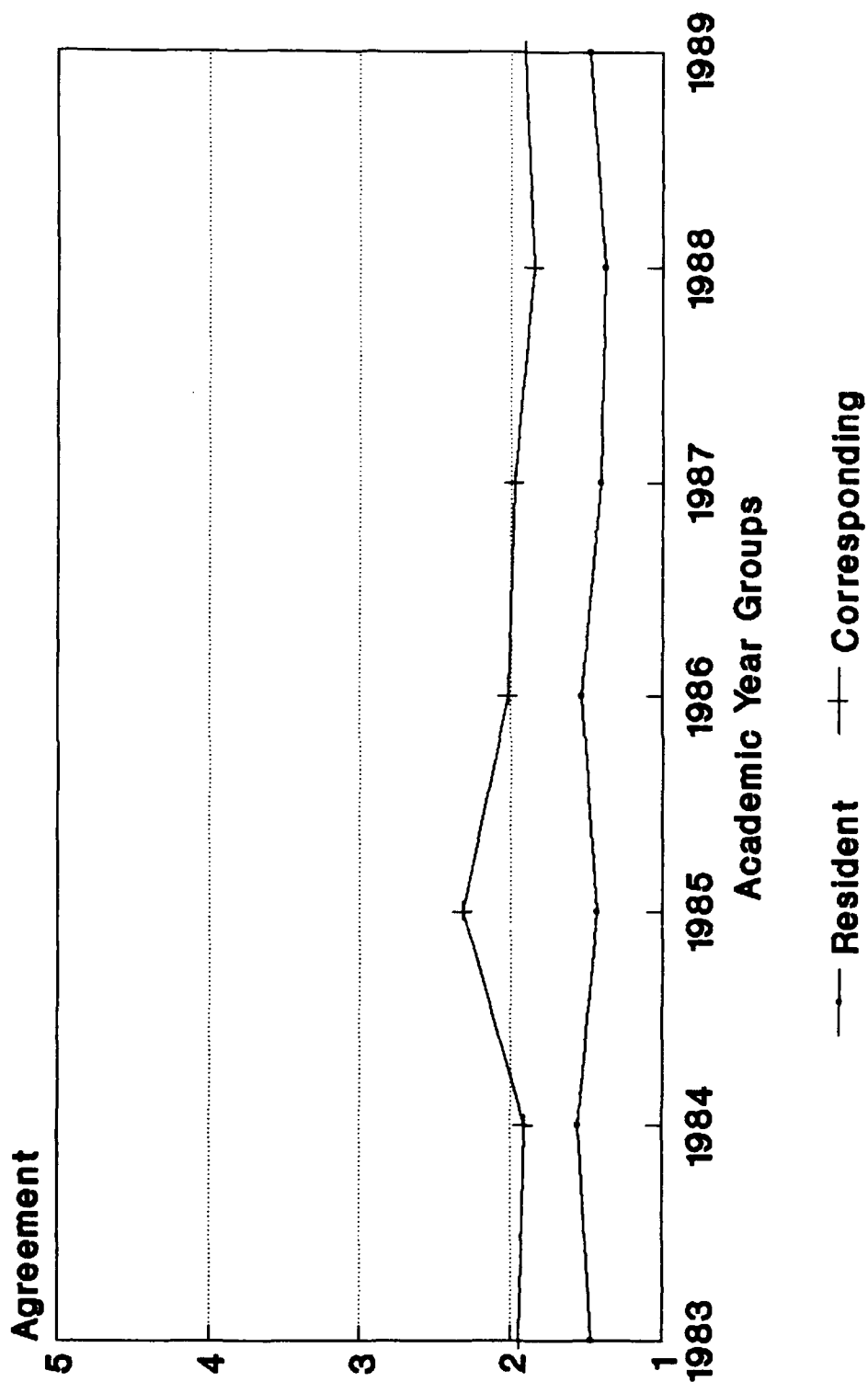
USAWC IS A TOTAL EXPERIENCE Resident vs. Corresponding



Higher - More Agreement

FIGURE 7

ACADEMICS SHOULD BE ONLY FOCUS AT USAWC Resident vs. Corresponding



Higher - More Agreement

of one written assignment for each core and advanced course. The faculty instructor (FI) evaluates his seminar group members. Interpreting and ensuring academic standards is ultimately the responsibility of the individual FI, although general guidelines are provided by the Commandant, Director of Academic Affairs, and the Department Chairmen. As Commandants and the composition of the Academic Board change, there are bound to be differences in the curriculum and areas/activities with special emphasis.

Corresponding studies students are almost exclusively evaluated on their written assignments, although they do participate in seminar discussions during their two in-residence phases. Written assignments are evaluated by one or two independent FI's, and deadlines are strictly adhered to. Completion and comprehension of all required readings were necessary to satisfy the written requirements. For Academic Years 1983 to 1989, there was one written assignment per course (or 11 to 12 papers).

One additional note should be made of the difference between the Resident and Corresponding Studies student. While the resident student's "job" for one year is to be a student, the corresponding studies student is holding down a full time military (or civilian) job and completing the requirements for a MEL-1. The challenge presented for a corresponding student (especially in time management) is formidable, as compared to the resident student.

The differences inherent in the two curricula are evident in the overall analysis of three of four questions on academic rigor and challenge. Each will be discussed separately. Additionally, there were two open-ended questions on (a) challenge, and (b) testing, grading and rigor. These two questions will be discussed later in the paper.

USAWC's curriculum was academically challenging. Overall, all graduates agreed with this statement (mean = 3.91 on a 5-point scale). However, there was a significant difference between graduates from the resident and corresponding studies programs. Corresponding studies graduates were significantly more likely to feel the curriculum was academically challenging than resident graduates (means = 4.55 and 3.63, respectively) [$F(1/1012) = 33.934, p < .01$]. There was also a significant difference in perceived academic challenge between year groups within the resident curriculum [$F(1/1012) = 5.811, p < .01$]. More AY 1983, 1988, and 1989 graduates felt the curriculum was challenging than in other years.

I would have learned more if the academic standards had been higher. Both resident and corresponding graduates mildly disagreed with this statement (mean = 2.24 on a 5-point scale), with no significant difference between the two groups. However,

year of graduation made a difference - in the opposite direction to that of academic challenge above [$F(1/6/1012) = 4.923$, $p < .01$]. Graduates from 1984 and 1987 were more likely to feel they might have learned more if academic standards had been higher, than graduates in 1983, 1988, and 1989 - the same years for which the curriculum was judged to be more academically challenging.

I would have learned more if there had been formal grading and competition for distinguished graduates. Both resident and corresponding graduates disagreed with this statement (mean = 1.79 on a 5-point scale). Resident students were slightly more likely to disagree than corresponding students [$F(1/1012) = 6.583$, $p < .05$; means = 1.96 vs 1.76, respectively]. The difference may lie more in the interpretation of the question rather than in a real difference in attitudes. Because of the more formal feedback mechanisms in the corresponding studies course - all evaluations are detailed and in written format, many of these graduates felt they had been formally graded - although not competing for distinguished graduate status. It is apparent from a visual examination of the data that more corresponding graduates were likely to answer with "neutral" - a reasonable response if you felt there had been formal grading.

Graphing the means from the above three questions for resident and corresponding graduates separately for year of graduation reveals some interesting trends (see Figures 8 and 9). For the corresponding graduates, there are few changes in academic rigor and challenge over the seven year span. Academic challenge remains high throughout, and they did not feel they would learn more with higher academic standards or with formal grading.

For the resident graduates, the picture is slightly more complicated. The perceived academic challenge and the influence grading and higher standards might have on learning changes over the years. That is, as academic challenge is perceived to be less, the resident graduates feel they would have learned more with higher standards and through formal grading. Likewise, when academic challenge is perceived to be higher, they perceive less to be gained with higher standards or formal grading.

What should be noted about these questions are independent. That is, these data are not based on "if...., then..." conditional statements. Hence, the information is relational, i.e., each may be related to the other, but is not necessarily causal.

In my opinion, USAWC's curriculum would compare favorably with most graduate schools. Seventy-six percent (76%) of all graduates agreed that the USAWC curriculum would compare

FIGURE 8
ACADEMIC CHALLENGE & GRADING
Resident Class

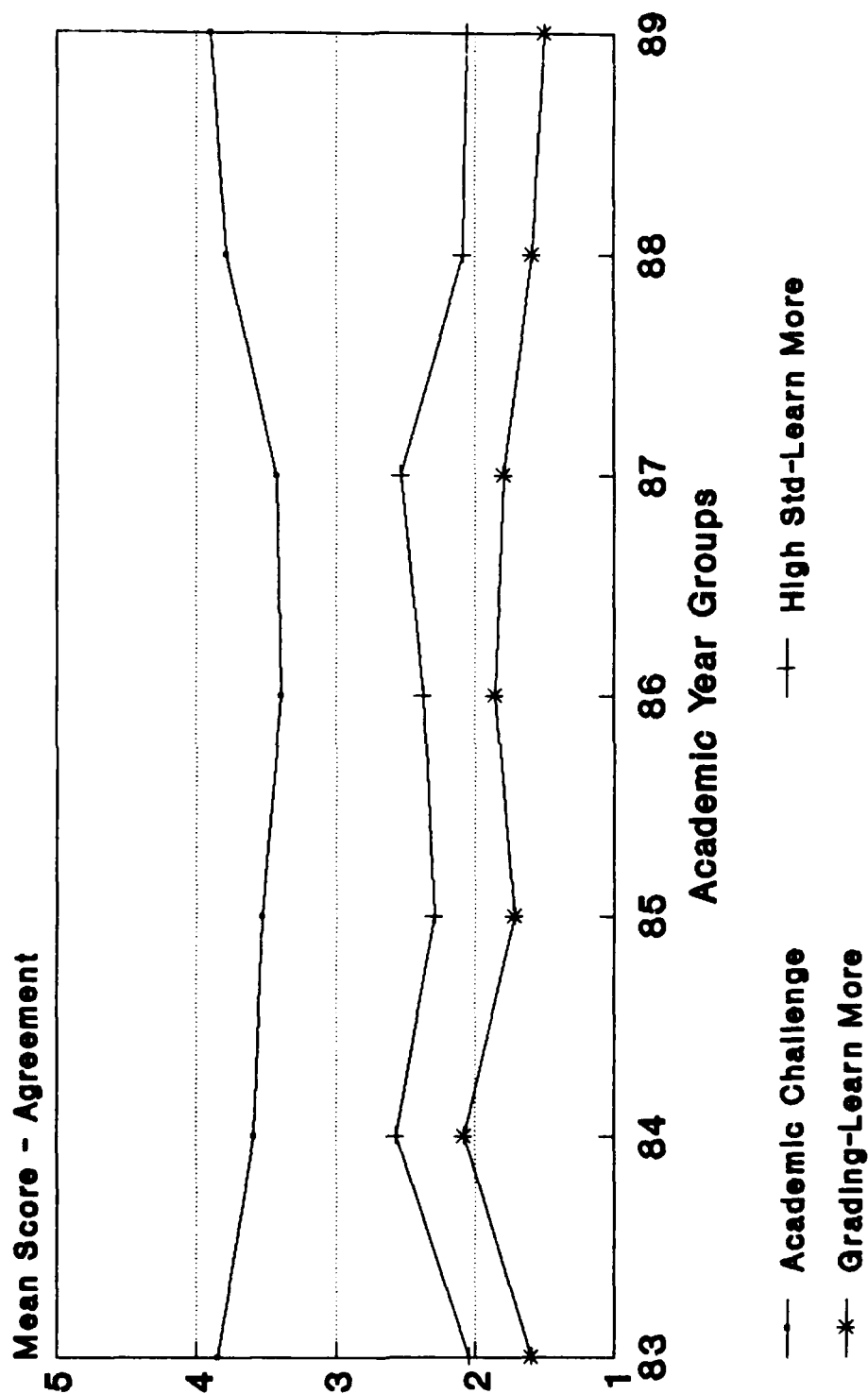
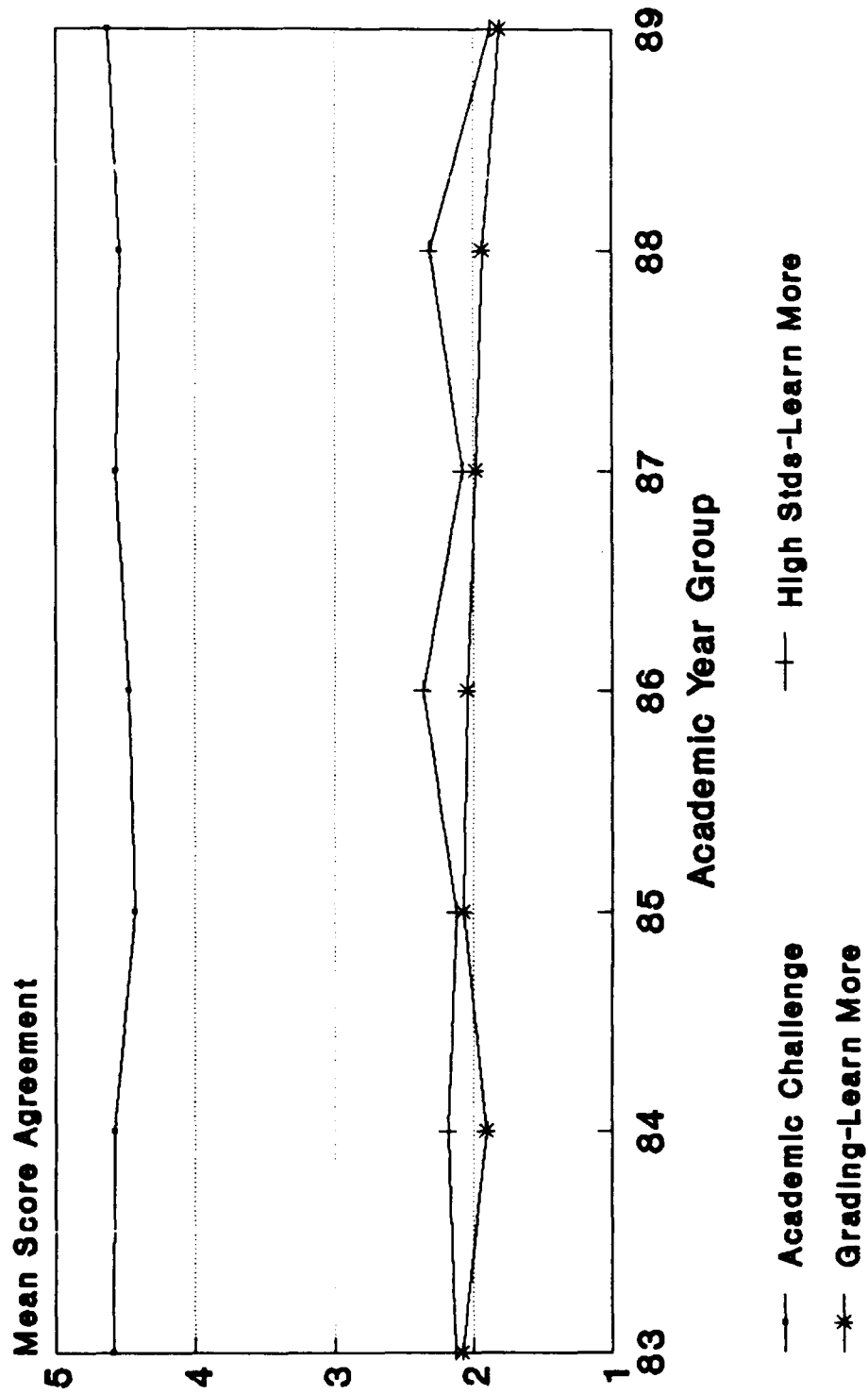


FIGURE 9
ACADEMIC CHALLENGE AND GRADING
Corresponding



favorably with graduate schools. Corresponding graduates were more likely to agree than resident graduates [$F(1/1012) = 15.342$, $p < .01$]. Considering that corresponding graduates were likely to find the curriculum more challenging than the resident graduates, this result is not surprising.

Selection and Timing

Graduates were asked why they felt they had been selected to attend the USAWC - either in the resident or corresponding courses. Although most would probably say all choices apply, they were asked to select the one BEST descriptor. Table 27 below shows the percentage of resident, corresponding graduates separately, and total percentages in each category.

TABLE 27. PERCEIVED REASON FOR SELECTION

	CSC	RES	
TOTAL			
A reward for past performance	4.0	10.3	8.5
Opportunity for professional development	73.7	42.6	51.8
Time out / Recharge batteries	--	2.4	1.7
Grooming for greater responsibilities	22.3	44.7	38.0
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

Resident graduates were approximately equally split between professional development and grooming for greater responsibilities. Resident graduates were also more likely to feel this was a reward for past performance than corresponding studies graduates. Corresponding studies graduates overwhelmingly felt that this was an opportunity for professional growth, with grooming a far second. There was no difference in attribution between the Active vs. the Reserve Component officer or any other categorical variable.

When in their career did they attend the USAWC? The vast majority (84%) felt they came at the right time in their careers (Figure 10). Only 2% felt it was too early, but nearly 14% felt it was too late. There were no differences between the Active and the Reserve Component officer or between curricula. However, there was a year of graduation difference [$F(6/1006) = 2.877$, $p < .01$]. Although still a small proportion, later year groups were more likely to feel it was too late in their career (Figure 11).

FIGURE 10

RIGHT TIME IN CAREER? Differences - Resident & Corresponding

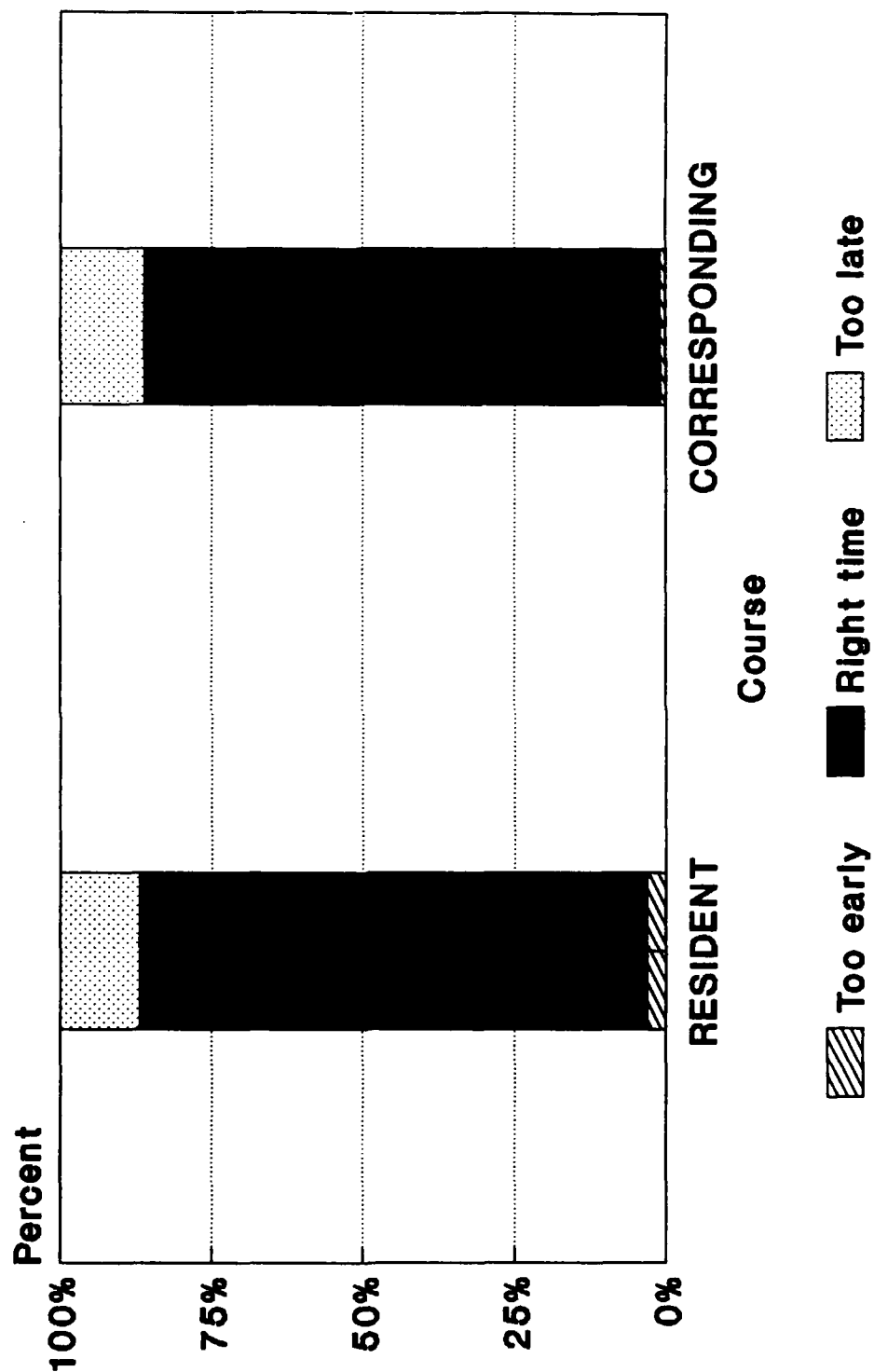
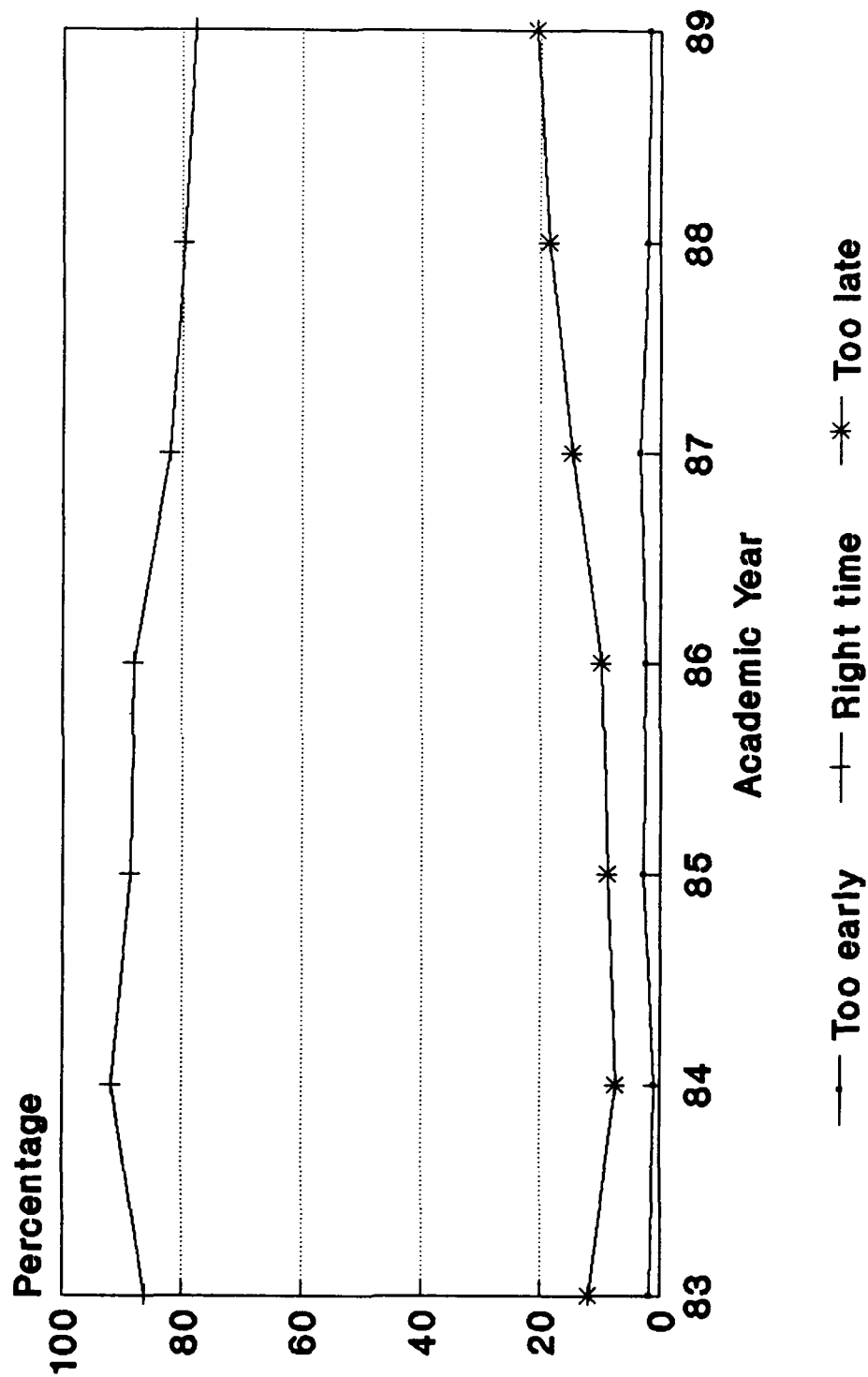


FIGURE 11

TIMING OF USAWC ATTENDANCE

By Academic Year



All officers Included

Timing and rank/grade at entry to USAWC were examined to determine what graduates felt to be optimal for their careers. Ninety percent (90%) of all entering LTC's felt they came at the right time, vs. 83% of entering LTC(P)'s and 62% of the COL's. The higher in rank, the more likely they were to feel that it was too late in their careers (see Figure 12).

When asked "Based on current regulations and practices, which group of officers would benefit most from USAWC?," 93% thought LTC's [42%] and LTC(P)'s [51%] would benefit most.

Disaggregating the data by Regular Army and Reserve Component officers presents a slightly different picture. Although Reserve Component and Regular Army officers both felt the LTC's and LTC(P)'s would benefit most, more RC (13%) than RA officers (4%) were likely to feel that colonels would benefit most - given current regulations and practices (Figure 13). This is probably an accurate reflection of the different career progression patterns in the two Components. The RA officers have felt that there is more of an emphasis on "youth" in the Army for promotions and career enhancing assignments.

Assignments

The lack of or the achievement of a USAWC MEL-1 designation is used to assign officers to specific jobs. As noted above, Gresh et al. (1990) validated that 67% of all colonel positions should be filled by MEL-1 colonels by questioning and documenting the proponents' requirements. In this survey, graduates were asked how many assignments they have had since receiving their MEL-1, and how many assignments were appropriate for someone with a MEL-1. Judgment of appropriateness, in this case, is the perception of the graduate, not necessarily how the Army or the other services may classify a position.

For all year groups, only 14% stated that they have had no MEL-1 appropriate assignments. The remaining 86% have had at least one MEL-1 assignment, and 58% reported that all their positions have been MEL-1 appropriate. Figure 14 shows the proportion of MEL-1 appropriate positions to the total number of positions they have held since graduating from USAWC. A proportion has been used in this graphic to compensate for differing numbers of jobs held. As would be expected, graduates from earlier year groups have held a greater number of jobs than more recent graduates.

Although it might appear that earlier graduates were less likely to have appropriate positions than later graduates, that should not be inferred. There are at least three possible explanations of the data: (1) more recent graduates are better utilized, (2) graduate perceptions of what constitute MEL-1 appropriate positions have changed with time, and (3) because not

FIGURE 12

I ATTENDED USAWC.... Rank at entry

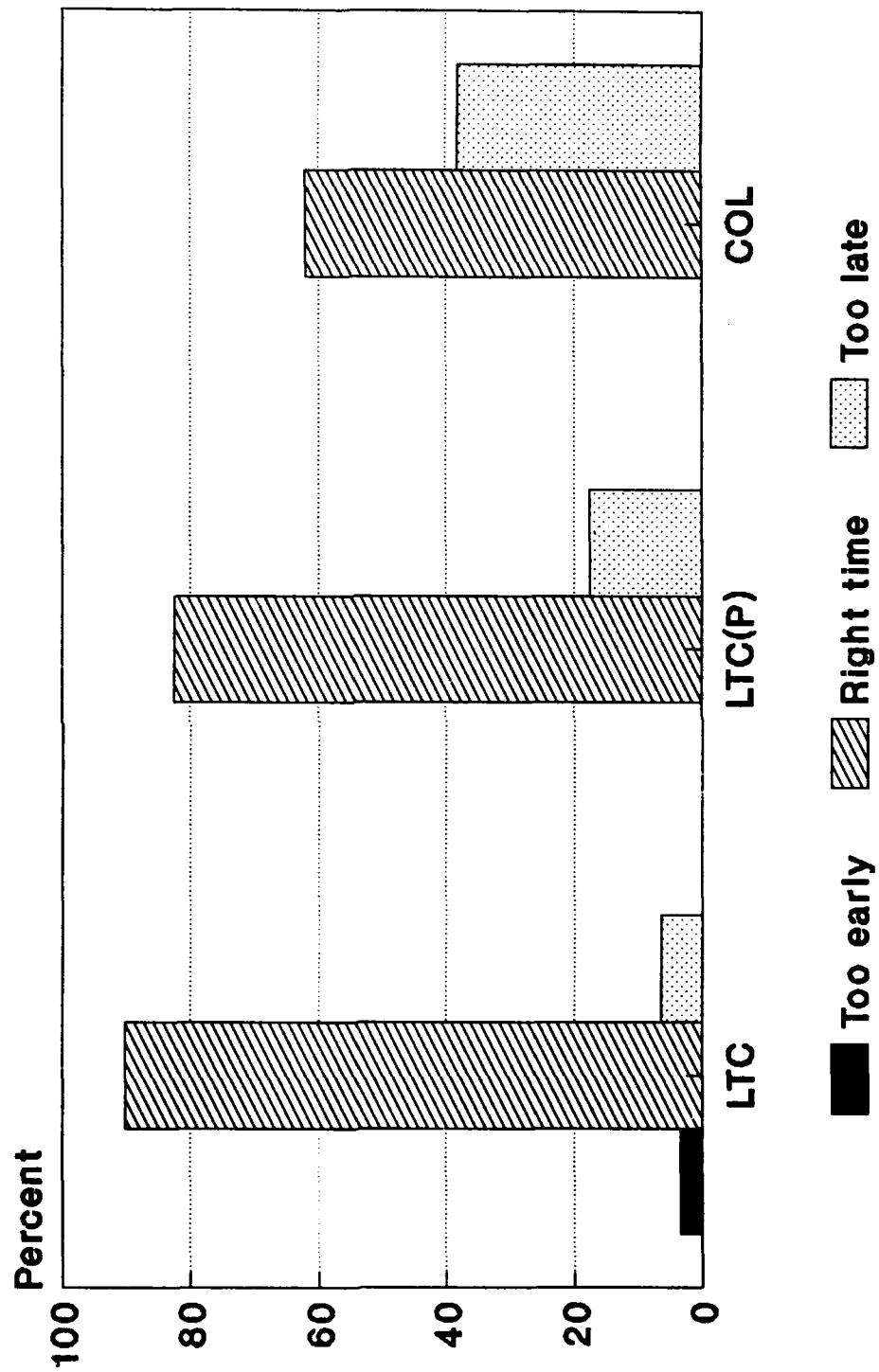


FIGURE 13

WHO BENEFITS MOST?

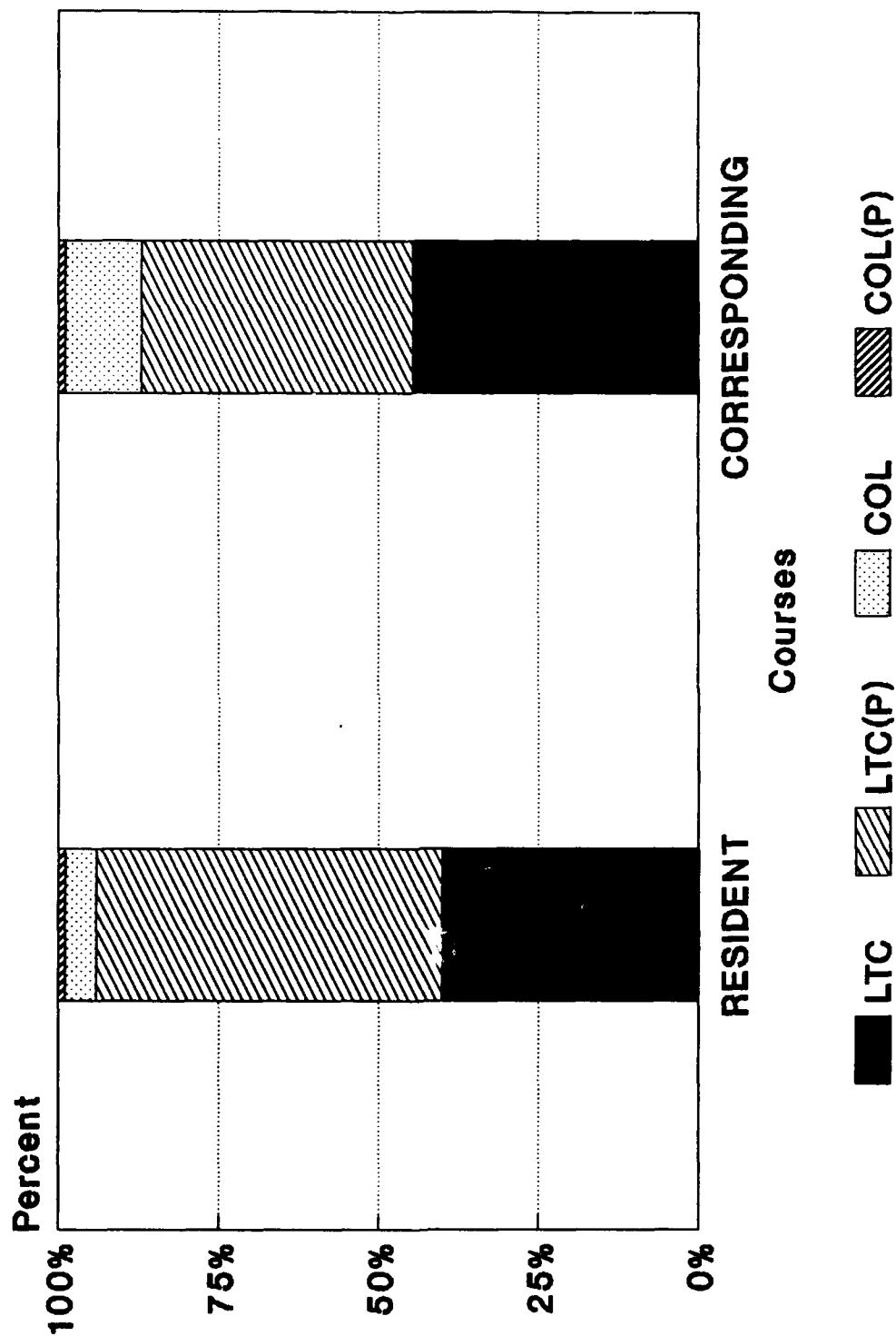
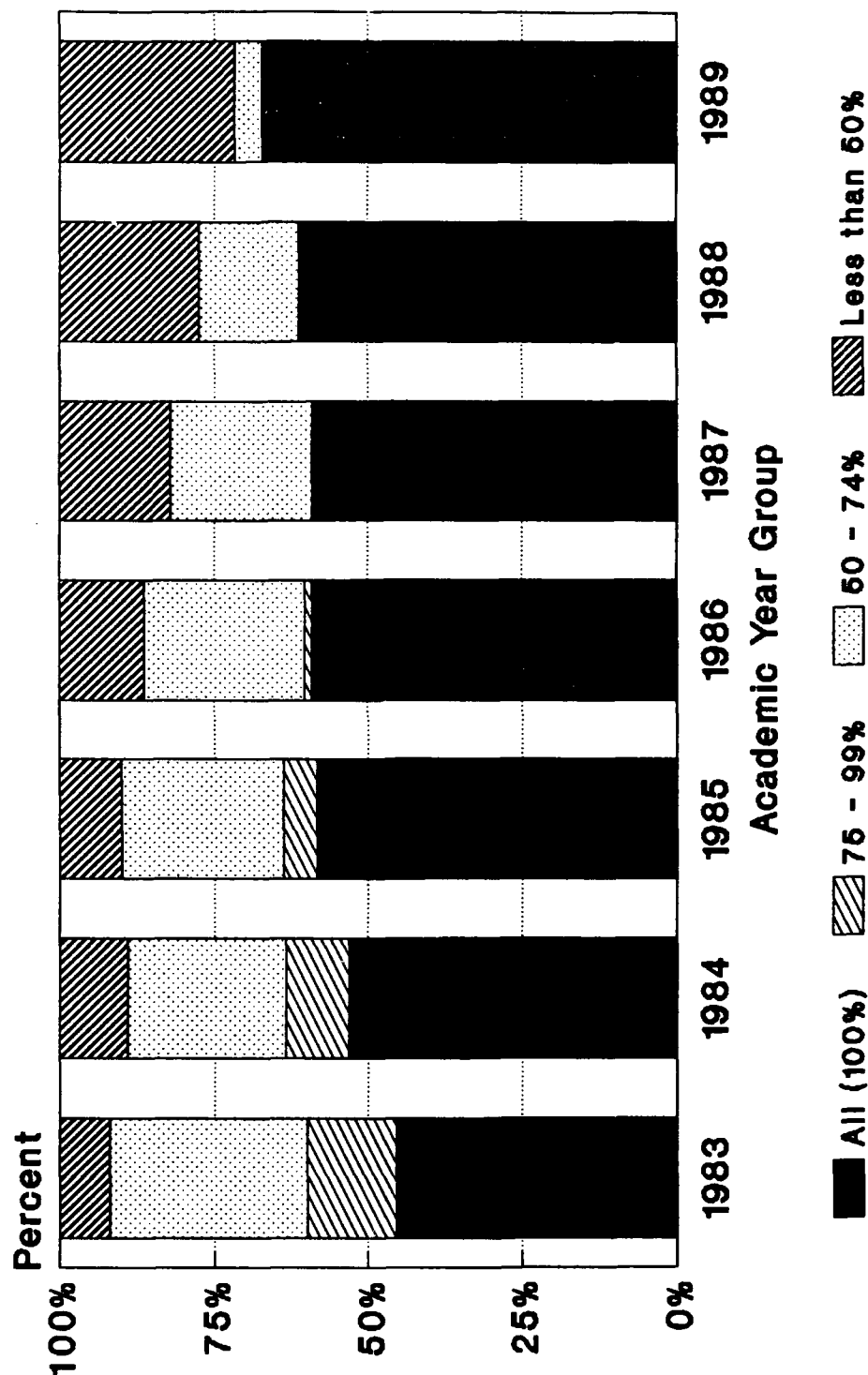


FIGURE 14

PERCENT OF MEL-1 APPROPRIATE POSITIONS Resident and Corresponding



all colonel slots are designated MEL-1, at some point they probably will fill a non-MEL-1 position - a probability that increases with the number of positions held. Until more data is collected on the same officers in the following years (a longitudinal project), it will be difficult to provide a definitive explanation of the data.

Suggestions for additional curriculum topics

"What skills/knowledge do you feel senior officers will need in the next five to ten years that should be added to the curriculum?" This open-ended question elicited numerous topics and reflected some thought on how the Army and the global situation in which the Army operates might develop. The curriculum since 1983 has evolved to meet changing needs, so some of the suggestions have already been incorporated into the curriculum. Indeed, many of the suggestions are not for "new" courses or topics, but rather topics which are suggested for additional or "continued" emphasis. The suggestions reflect the graduates' perception of the kind of world in which the Army must operate.

Joint From the graduates' comments, future graduates will operate in a "joint environment." To optimally operate in it, the Army, Air Force, Navy, Marines, as well as the Reserve Components must work together. Force reductions and budget cuts are perceived to "place a tremendous burden on all services to cooperate with each other to maintain our military readiness." Teaching "jointness" has to be more than information on the "joint system." It means learning a style of responding to problems in which branch of service does not enter into the equation, where it is the "U.S. military, not Army to meet the threats" (or other service).

Think joint - not as much a hand skill as a state of mind, an automatic reaction, an instinctive thought process that starts with the question, "who can get the job done better than anyone else?"

We must instill senior leaders with the will to act in the best interests of the nation and against the natural tendency to act in the interest of the Army as an institution. That is a difficult task for officers who have prospered in the organization, but Army institutional interests and national interests may not always coincide.

Continued emphasis on joint planning and operations. Just Cause demonstrated value of joint operations.

I believe the senior officer must be well prepared to manage mission accomplishment on reduced resources - must be capable of developing new joint strategies and doctrine.

As the Army and the other services draw down, we (Army) must retain the capability to expand. Therefore, the issues, challenges and process of expansion, or mobilization, are vitally important.

Graduates anticipate that the "peacetime uses" of the military -both Active and Reserve - will include more involvement in domestic issues (i.e., drug interdiction, "natural disaster recovery" and crisis management). Secretary Cheney (1990) has indicated that the military will be involved in drug interdiction and eradication. Effectively coordinating military, reserve and civilian agencies will be a challenge. In addition to understanding how each agency is organized and operates, it will be important to "know the rules, opportunities, and pitfalls" for involvement.

More civilian agency interface especially in the areas of emergency preparedness, mobilization, and military support to civil authorities. Include something that will prepare the military to deal with the civilian structure i.e., Fed agencies, state and local officials who do not respond to the military's every wish and in fact respond negatively to the military mentality. This will become much more important in the near future.

Need knowledge concerning use of military in the drug enforcement area. Specifically lines of responsibility and how to interact with state and/or local enforcement agencies...Ability to work with domestic civilian and state National Guard leadership in security, quasi-law enforcement, and emergency management matters.

Changing national priorities will necessitate working smarter within stricter environmental constraints. Installation and resource management will increasingly be concerned with environmental issues. The impact of training exercises on the environment, as well as hazardous waste materials, will be issues that installation commanders and resource managers must handle.

Senior officers will need to have a comprehensive understanding of the complex environmental issues facing our nation. They will have to understand how to balance training requirements with use of our biogeophysical environment. It cannot be business as usual.

They will need to be able to handle significant environmental and work force safety issues i.e., hazardous materials disposal, hazardous waste cleanup, OSHA issues. At the installation level this is a looming, pressing problem of significant proportion that will take megabucks to cure and skilled, knowledgeable, senior officers to oversee and manage.

Economic problems within this country will necessitate working with fewer materiel and personnel resources - i.e., resource management. Planning, programming, and budgeting (PPBS) for resource acquisition, then managing the resulting dollars and people means knowing the system and how to manipulate it. The problem of "shrinking dollars and people" is not perceived to be a "short term problem," but one that will be with us for a long time. "Downsizing" the Army while maintaining "training readiness" for a credible force to "execute" military strategy will require effective resource and personnel management skills.

More hours on the complicated and ever changing PPBS and resource management system is required. At senior levels we have to know the programs, how they interrelate and most importantly how to ask our senior civilians that run the programs the right questions. The key to future success is resource management.

More emphasis should be placed on operating in a financially constrained environment. Most senior officers are not knowledgeable in the formulation and execution of budgets.

Resource management - especially dollars and people - will be critical everywhere. USAWC graduates need a better understanding of the "colors" of money. What each program does, where reprogramming is possible, and where it's not, what MDEP's are, etc.

How to realistically manage our Army during a time of drastic structure and dollar cuts. How to make these cuts in the right place.

New alliances, decrease in superpower tension, will require an increased emphasis on international relationships and cultures not well understood. Today, the threats are more diverse and from all regions of the world. The probability of more "low intensity conflicts to include terrorism" will require both new thinking styles and new strategies. Knowledge of other cultures and languages, understanding of treaties, negotiation, and international diplomacy, will be increasingly important to the Army officer for understanding new friends and new foes.

Alliance, combined, and coalition operations will be more common. Working with other nations' armies is only one aspect of it. An increased emphasis on the needs of third world countries and regions may require nation building and security assistance skills, as well as understanding the armed forces in these countries in potential conflict situations.

Nation building. With all the new democracies, the Army needs to get into this business in a big way. This is how I see the Army justifying forces beyond contingencies.

A more in-depth understanding and appreciation of reserve components; their structure, command and control capabilities and limitations. Should also look more closely at nontraditional military roles and military missions (civic action, nation development, etc.); role of the military during periods of peaceful competition or at the very low end of LIC.

More socio/economic/ethnic culture exposure. Senior officers should be exposed to the cultural differences that "drive" the political machines in other countries (Middle East, South America, China) to enable them to understand why leaders in those countries act and think as they do. If they ever meet on the battlefield, they must know their enemy if they are to defeat him.

A better understanding of the geography, customs, cultures, morals and languages of the peoples in those parts of the world which are going through the transition/upheaval which we read about. (Hungary, Lithuania, etc.)

Vision, objectivity, world view, understanding, compassion, foresight, general background on all mil/civ relationship in national and international situation. Much change is going on now in world. We've got to be able to adapt -- be flexible. Must not limit ourselves and our thinking to the 'old ways.'

"How to think," with an innovative, open-minded approach will be needed to deal with accelerating change. As the global situation changes, when ambiguity prevails, and information is incomplete, the senior officer must be able to adapt and be flexible. Analysis, vision, strategy, as well as conceptual and creative abilities, are required of the senior officer. Innovation and creativity require the ability to "shed the rigid rules of doctrine and be visionary in approach." Utilizing decision support systems and computerized information systems may

make the tasks easier to accomplish by making the "fast and voluminous" information more manageable. Computers and automated systems would have a positive impact on information management and decision-making if senior leaders are able to capitalize on them.

Varied decision-making processes, e.g., when autocratic vs.. group processes are most likely to succeed - various problems dictate different approaches.

How to deal with change (or transition) - specifically how to temper or balance long range goals with mid-term or short-term objectives.

Don't know how you would teach it, but over and over I see too much rigidity in thinking. Need more adaptable and flexible vision with the rapidly changing nature of the world.

Biggest challenge in the future is dealing with change accelerating change. Innovative, flexible, problem solving will carry the day. Tailor the curriculum focus on the skill/attitude - the "how to think, not what to think" approach.

Senior officers must be able to personally use the tools provided by the micro/personal computer. The ability to access extensive, on-line data bases, electronically analyze data and in real time understand this data and make informed decisions is crucial to effective command.

Communication - both verbal and written, already very important, will become even more so. Competing for national resources will require that the Army be able to present a cogent case to Congress and the public. The senior leader's ability to communicate will greatly influence Congress' and - through the media - the public's reaction to the Army. Communication must be accomplished both up the chain of command and down the chain of command - to soldiers and their families. Influencing the "outside" world without convincing those in the Army will be hollow.

More communications; we are in an era of selling ourselves and our Army. Congressmen I visit will state that the Army is the worst at stating requirements. We are still jargon loaded, bureaucratic non-communicators. We have verbose, misunderstood programs because we can't describe in simple terms, their importance.

Communication. Communication with our soldiers and their families, communications with the Congress and communications with the American people. Our soldiers are anxious over their futures; the Congress does not understand the utility of the Army with Europe at peace; and the American people are unaware of either.

Interface/communication with media, public officials, and public in general. We need a better understanding and tolerance of non-military. Too much "warrior ethic" and not enough common values will drive Army to an even more remote corner.

As important as the above are, warfighting is still the major skill required of the senior Army leader. He must also be extremely knowledgeable about warfighting across the spectrum of conflict, operational planning, and contingency operations.

USAWC must meet the needs of our changing Army -- contingency Army, worldwide threat, etc. However, MEL-1 must be well grounded on fundamentals and battlefield constraints -- PhD's of the Military Art.

Warfighting skills! ...Need to continuously have warfighting skills at user and political supervisor levels.

How to plan the operational level of war for a different kind of combined force - contingency, less people, more technology, greater relevance on joint capabilities.

ALB & ALB-Future are important. We need to understand this doctrine, where it is going and how it effects (sp) our research, development and acquisition systems.

Heavy - light operations in a joint environment.
Warfighting in a joint environment.

I do not believe new items need to be added. Instead, USAWC must stress operational planning in a variety of environments, development of strategy, joint operations and national security issues.

Development of a firmer understanding of the principles of war/warfare as a precursor to the creative application of those principles in varying situations.

Suggestions for Deletion of Curriculum Topics

The Academic Year remains 44 weeks. If one tried to include all the above additional topics, even if one tried to only have additional emphasis on those topics, one must delete/de-emphasize others. As it is, with only the current topics, students and graduates protest against the "mile-wide, inch-deep approach" - the only realistic approach to presenting all current topics.

There are many more good topics/subjects than the curriculum can include, and most of the topics taught previously were/are good and useful. Subjects included and excluded from the curriculum have been carefully screened for relevance and utility for graduates. However, not every subject which could be useful to each graduate can be included. One graduate recognized that in his comment:

Institute a rule: for every good idea (topic/subject) added, delete another (formerly good idea). WHY? Review catalog of past courses-- they're all great and good ideas.

The graduates were asked to suggest curriculum topics that could be deleted. Some graduates felt they were too far removed from the current curriculum to suggest deletions. The most frequent response was "none" or "not sure I would delete anything." Although some topics might have been "boring" or not interesting or a "necessary evil," or graduates "have not used," "all were important" and graduates appreciated "their value."

None. Each subject relates to others and becomes an integral part of the whole curriculum designed to produce a senior officer who can perform his duties with the confidence and knowledge of knowing why a particular decision is selected.

There is also the recognition that what is useful to one may not have any applicability for another. With the division into core courses and advanced (elective) courses, some graduates felt that "a broad brush is necessary with the individual deciding the depth (commitment)." Therefore, "increasing the electives and the student's flexibility to choose" allows students to "customize" their curriculum to get the most of it.

Deleting "my" topic would shortchange someone else who would sorely need that material - keep it the way it is, but have more freedom to customize course to individual desires/needs.

I can't think of any topic that wasn't useful to me and while some were rather boring at the time, they were necessary to me in future assignments. I better

understand JSCPS, PA&E, strategic vs. operational levels of thought as a result of the curriculum at that time.

None. Many of the topics could be challenged from the standpoint of their benefit in follow on assignments, but the greatest benefit of any topic was that it was a tool to expand thinking and force people to deal with issues with which they were not familiar.

Some graduates felt that deleting a topic entirely was too drastic. De-emphasizing by "chang(ing) the instructional hours allocated to various topics" would be more appropriate. This was true for most of the specific topics mentioned. It should be noted that some of these topics for de-emphasis were the same topics that other graduates - on the previous question - suggested for more emphasis or inclusion into the curriculum.

The final decision on inclusion or exclusion of topics properly belongs to the Commandant and the USAWC Academic Board. The topics/subjects presented here are representative opinions of graduates. However, again note, that the vast majority of the respondents indicated that they could not suggest any topic for deletion.

PPBS. Comment: reduce, rather than delete, to an overview with sharp focus on an advance course(s) for individuals being assigned to specific positions requiring working knowledge of the system.

DELETE is a little strong. Understanding the need to study military history in terms of lessons learned is important, but we tend to overwork the case study format from "old" ways, and fail to apply the lessons to contemporary problems that have more relevance to today and the future.

Self assessment - which I found is unnecessary. I can't say it changed my way of doing business - makes for greater cocktail talk but in the heat of command the old ways return quickly. Maybe will not change you - it only tells you why you are what you are.

The Conewago exercise. It became a game of beat the computer and not a warfighting exercise. (1987 graduate; comment: the warfighting exercises have since been upgraded to produce more realism.)

The MSP requirement. This became, in my opinion, a pure academic exercise which most students approached with the intent to "just get it out of the way." For those that really want to do research, provide an

elective or other opportunities. Concentrate student efforts around the preparation of issue papers on a more frequent basis than currently required.

Testing and Grading

Testing, grading, and rigor keep coming up as issues. Do you feel you would have learned more if you were tested while at USAWC? Please explain.

Although no mention was made of the type of testing/grading, from the comments it appears that true/false or multiple choice type questions were envisioned by the graduates. The purposes of testing and grading were brought into question. Was it to determine "class standing" or "Is the Marshall Award Winner going to be guaranteed O-6 command or GO promotion?" or is it to promote individual growth and development? Or, negatively, should grades and tests to be used as a "negative motivator" for those "couple of students that did minimal requirements" and for whom "tests would have forced more effort from them" even if "it would be detrimental to the majority"? The entreaty was to "treat students as adults, and encourage intellectual rigor, not academic rigor." One graduate opined that "The USAWC might have learned more about me by testing but I don't think I would have learned any more by testing" - mirroring the USAWC philosophy of evaluation as a method "to improve and not to prove" (Nogami, 1989).

For one person, testing and grading were incompatible with the goals of USAWC.

....You simply cannot allow a test oriented, school solution environment to grow there. How can anyone utter "VUCA" and tests in the same breath? ... At the War College, if a student idles away his time because no one is "test orienting" him, then who will help him when he encounters VUCA on the job? - we don't need these kinds of senior officers (we can replace them with an AR or a TM).

An analysis of the written comments indicates that the graduates were overwhelmingly against testing and grading. A ratio of about 9:1 comments were against testing and grading (541 to 58 for the Resident Course and 162 to 21 for the Corresponding Course, with 74 in CSC who stated they felt they were graded). The reasons against testing and grading were numerous; however, they have been categorized into the following areas: (1) quality of the student body, (2) cooperative vs. competitive participation, (3) learning vs. going for grades, (4) peer pressure, (5) total development, and (6) risk taking.

The following include representative comments from the graduates. The number of comments is not meant to indicate the amount of agreement with a particular argument; they are merely meant to tell the graduates' story with their own words.

Quality of the student body. The "average" student at USAWC has 20 years of Army experience. S/he has competed each year for assignments, schooling, class standing. Since the Senior Service College (SSC) board selects (selected) only the top 5-6% of all eligible LTCs and COLs, attendance at either the resident or corresponding courses is highly competitive, with only the "best" attending USAWC (or another SSC). Students are, therefore, categorized as already being "highly motivated individuals or they would not be attendees," and competitive. Hence, a testing and grading system would be superfluous. Here are some of their comments.

....Those who talk of testing do not understand the who and what the student body is or they're personally of a character which would not be successful in our profession because they need external stimulation to force a satisfactory performance. Bottom line is they don't understand the internal motivation of the professional, successful senior officer as he goes about the service of his/her country.

No! If testing and grading are necessary to provide stimulus you have chosen the wrong people for the course. This program is for serious minded leaders. The stimulus for excellence must come from other than grading and testing.

Absolutely not. By the time one is selected for the USAWC, self-motivation, drive, rigor, etc, are present in abundance. Grading = determine what the instructor wants. The USAWC is about what the students think, learn, produce.

If we believe we must test and push our future leaders, then the issue is more fundamental than exams or class ranking. Those who are motivated will achieve a meaningful, valuable experience with or without tests. The unmotivated will not.

What will testing do? Produce an early promotion? Feed the Type "A" stress personality. If you need testing and grading to produce a better product then I would submit we are selecting the wrong people for SSC.

COOPERATIVE VS. COMPETITIVE PARTICIPATION. The USAWC encourages a cooperative attitude between students. The open exchange of ideas and experiences is the basis for seminar learning. Non-attribution policies enhance the open exchange. Many graduates indicated that much of what they learned was the result of seminar discussions. Graduates indicated that "testing would create a negative environment because of the highly competitive nature of USAWC selectees." They felt that it would be "counterproductive to one of the school's main objectives of free dialogue and idea sharing." Throughout their career, competitiveness and winning have been based on the "slight edge" one officer had over others. If formal testing and grading were instituted, there would be a tendency to "hoard information rather than exchange information - 'don't want to give my fellow student the benefit of my expertise if it means he will receive a better grade than me'."

The non-grading practice allows for free discussion, exchanges of ideas, and greater learning. If there were an Elihu Root award, many if not most would be less willing to open up and contribute his/her part to the whole. It would be "looking out for #1" in spades.

I think grading would lead to individual competition which would lead to selfishness instead of selflessness and eventually degrade the cooperative climate which I experienced during my year at the War College. This attitude could then prevail in future assignments.

Testing and competition fosters careerism as opposed to teamwork. We spend far too much time instilling careerism, dog eat dog with our promotion system as it is.

Given the opportunity to compete for grades or class standing, I would have competed. That focus would have been counter productive to learning and developing professionally; I already learned how to compete, I rarely get an opportunity to learn.

I feel that grading would inject competition but confound the efforts of the AWC to build teamwork. AWC selectees have been successful competitors throughout their careers. At this level, their goals should involve interoperability and teamwork at the highest levels.

LEARNING VS. GOING FOR GRADES In acknowledging their competitive nature, graduates were quick to point out that if there were grading and class rank, they would compete. They also point out that they have been successful in competition and taking tests. They also recognize that testing well is not always indicative of learning. "Testing has nothing to do with learning," "testing may give an indication that 'more' is being learned, but I do not believe it helps retention - especially when we are dealing in conceptual ideas!" Hence, testing and grading may be an effective way of recognizing the best test takers, but not helpful in the learning process.

People don't earn grades, they chase them. My emphasis was on learning what I didn't know and that I thought I would need in the future. If you tested me, I would concentrate on getting grades that were competitive, not knowledge that was competitive.

No. I test very well and I am adept at preparing for tests. This would have had the effect of narrowing my scope and shortening my retention.

Learning and teaching are much more important than measuring and testing...Career concerns should end at the AWC - contribution to the system must become the key.

Testing does not guarantee learning - the worth of the program is learning to think, integrate, and apply. None of these are improved by testing.

On the contrary, elimination of tests, grades, etc. contributed to the enjoyment of the year. It is possible to learn for the sake of learning and when it occurs, it is generally retained longer.

I probably would have learned less. Grading leads me to pragmatism - the Army War College allowed me to become more philosophical. Don't grade students - it stifles creativity and focuses the student on one set of criteria whereas without grades and rigor he/she can broaden his perspective.

Presumably, USAWC students want to learn. At that level, formal testing, etc. should not be necessary as an incentive to learn. If a grade is the reason for doing well it's the wrong reason.

Absolutely not. Instead of working to memorize or get a "canned" answer, I asked, I read, I retained, and I learned.

No! No! Learning comes from within. If you test you will alter the focus from learning to achieving.

I probably would have memorized more force fed information, but I would not have learned nearly as much through self-study and the opportunity to examine different approaches to problems. We need self-motivators, not tests.

PEER PRESSURE At this stage in their careers and lives, peer pressure has a greater influence on the students' performance than testing and grading. In fact, from their perspective, peer review/peer pressure were testing and grading - on a daily basis. Appearing "unprepared" or ill-informed was more to be feared than formal grades.

We were tested, everyday - by our peers, before whom most of us would study diligently to avoid appearing stupid or naive. Formal testing only makes you fear a more abstract entity, i.e., how they feel about your grade if posted.

Between peer pressure, group needs etc. we were forced to perform - that motivation is much stronger than exams - tests do not really measure as much as performance - don't go for the honor roll - meaningless measure.

I viewed my academic performance as a constant opportunity for peer review. At this professional level a critical assessment of my performance served to motivate me to give my very best - always. A letter grade would not have the same impact.

Formal testing should not be instituted. This would decrease the true interchange of ideas that takes place now. People need to realize that testing takes place everyday in the seminar environment as students test their ideas against those of their peers.

TOTAL DEVELOPMENT Although school house material is very important, the USAWC has, as a mission, the total development of a senior officer.

The U.S. Army War College seeks more than imparting new knowledge. Our program will influence your approach to professional activities. But, more importantly, it will affect your thinking about the military profession itself. It seeks as well to

positively influence your physical and emotional well being, your family relationships, and your relationships with peers in the military, defense and foreign service. Overall, our program will provide you with a broader, more sophisticated professional perspective to enable you to meet the full range of responsibilities and challenges you will encounter as a senior leader. (1990 Curriculum Pamphlet, USAWC).

Graduates felt that this balance of book knowledge and all other aspects of a senior leader's life was key to becoming a "better, more professional officer." If testing and grading were implemented, it was feared that "the graded areas would get all the attention and focus at the expense of 'professional development'." Much of this comes through "self-development" - outside the school house and with the students' own initiative.

I would have learned more if I had been tested, but I truly suspect that I came out a better, more professional officer under the non-test system. A regimented, structured tested system would cause better tangible and intangible losses. Not as much growth under regimented system.

Yes - would have learned more - academically. But USAWC is more than academics. If testing, grading and rigor become issues, then students will perform accordingly in these areas. The question is - What are we willing to give up? If USAWC is a "total" experience, it can be only this by equally weighting social, moral, physical, and spiritual activities with academics.

Absolutely no! Self discipline and strength of character are at issue here. Had I been forced to concern myself with grades, I'm convinced I would not have worked as hard on personal goals.

I don't think so. Grading would tend to make every course of equal weight. Part of the experience is to gloss what you wish and pursue in depth what you wish. Grades would drive the whole toward mediocrity.

RISK TAKING The resident course is divided into a core and an advanced courses curriculum. All students must participate in the core curriculum. For the advanced courses, the students must select several areas of study from a large number of offerings. The number of advanced courses differs with each Academic Year (see Figure 2). The lack of formal testing and grading was credited with giving graduates the opportunity to take risks, to

study areas in which they had little knowledge. If there had been testing and grading, they would have felt compelled to only take courses in which they would excel.

If we had been tested, I would have crammed for the test and concentrated more on the areas I expected to be tested, but I don't think I would have learned more. It would have limited my option to study areas I felt deficient or weak in.

No. By not being tested, I felt free to learn more in scope and to question the purpose and rationale for current policies and procedures.

Without grades I had the freedom to intensify my learning in areas of my weaknesses that only I knew needed to be addressed. Grades will encourage avoidance of challenge and increase temptations to stick with "safe" courses. We do not need competition in the seminars, there is enough ego driven competition now. How would the FI, especially in an advanced course, rank order his students by any way but reliance on minor discriminators. Again this drives students to "safe" papers and away from bold intellectual initiatives.

No! Grading will drive people to stay with those subjects in which they are already experts; emphasis will shift to "what must I say or write to get a good grade"; and eventually every issue or topic will be forced to have a "right" answer. This is not what we want AWC to do for our Army!

Corresponding Studies Program. The corresponding studies graduates also came down on the side of non-grading with the same kinds of reasons - included in the comments above. However, a large number of the corresponding graduates felt that "we were tested 33 times" during their two years. They felt that "the requirement for white papers or issue analyses" which they submitted for review were "essay tests." In fact, some graduates felt that the "evaluations we received were more rigorous than any test."

I would be surprised if any graduate would raise such an issue. Every written assignment was a test. Every student operated under the onus of knowing that if an assignment was returned because of some unsatisfactory element and it was not found acceptable a second time, expulsion would be automatic. If that isn't a test, grading and the rigor of stress, I don't know what is, and this goes on for two years!

No! No! No! First let me state that as a corresponding student I did not believe for a minute that my submissions were not graded. Satisfactory or unsatisfactory means that some criteria is being used to judge the quality of my work. When I received negative feedback I knew I did not meet the minimum standard established by the college and I had to make an adjustment. That is grading! I do not have a problem within this form because it was always presented in a positive and constructive fashion.

No. No. Testing tends to lead students toward the objective of "passing" an examination by studying points likely to be addressed. The USAWC approach of broad readings with subsequent essay is more productive. It is more enjoyable and the student retains more. One can't write a comprehensive paper without a good understanding of the subject matter.

No (although CSC is very definitely graded -- there are few universities where writing assignments are given as thorough an evaluation and feedback!).

I considered each writing exercise to be a "test." Pass/fail is enough of a grade. Getting a "redo" was enough of an incentive for me.

The case for grading. There were approximately 11% of the graduates who felt that testing and grading had merit. Grading was perceived to make "students pay increased attention to both reading assignments and classroom discussions," resulting in "enhanced learning." Testing and grading was seen as one way to enforce academic rigor, not for competitive class ranking.

Probably would have learned more, but not necessarily anything really useful. Testing would be okay as a learning assist, but public grades and class standing should not be used.

Testing and grading - yes. Maintenance of averages and competitive class rankings - no.

For some graduates, there was a realization that not all students were conscientious about assignments. Tests and grading would have made it harder for these people to "get over." Still, one pointed out that may have motivated the small minority while punishing the larger, already motivated and performing majority.

Our seminar had a couple of students that did minimal requirements and tests would have forced more effort from them - but it would be detrimental to the majority.

Yes, but I believe it would be of marginal utility. Professionals learn! The academic rigor is a means to an end; it doesn't drive positive motivation!

Yes, far too many of my classmates did not read the assignments and merely BS'd during what should have been informed discussion of the subject at hand.

It is interesting to note that more of the "yes" to testing and grading were from year groups 1984 to 1987; the same year groups that reported lower academic challenge than other years. From Academic Year 1988 to the present, the academic rigor has been stressed, and the data would indicate that the faculty has been successful. Papers and oral presentations are required for the core courses, as well as advanced courses, making it more difficult to coast through USAWC.

Academic rigor, though, is not synonymous with testing and grading. Rigor - academic and "intellectual" can be instilled with enforced high standards for performance. Requiring and evaluating written requirements and oral participation can be just as much of a formal test. In fact, the USAWC does evaluate and conduct "nontraditional" grading (exceeds, meets, does not meet standards) for the purpose of giving feedback to the students. Feedback, in the last several years, has been required on a regular basis with scheduled counseling/mentoring sessions throughout the academic year. These have the purpose of providing individual information to the students on their performance. The more rigorous evaluations and critiques of student submissions in more recent years is evidenced by the fewer number of graduates in 1988 and 1989 favoring traditional testing and grading.

Rigor is needed but not in the sense of testing and grading. Intellectual rigor is needed to force students to say what they really mean, to make them develop ideas/concepts, to do their "homework" first before shooting from the hip. This requires a faculty that can really challenge the students in the seminar room as well as written requirements. This in turn demands better faculty development.

Don't think testing per se is necessary. It would have helped, however, if USAWC were more strict/demanding in terms of assigned requirements. Too many people either failed to produce required material or were allowed to write in junk.

Not testing, but some academic tightening could be done by requiring more short writing requirements which should be critiqued by the faculty.

We need to focus on "feedback" to the student. This can be accomplished in several ways, one of which is a grading process/mechanism. If our approach is to, instead, emphasize feedback through some "mentor" process to include counselling on a regular basis by an advisor, we, in effect, provide similar feedback to that provided by grades. We don't need "grades," per se, to instill academic rigor.

DID USAWC PROVIDE A CHALLENGING AND WORTHWHILE EXPERIENCE FOR YOU?

Graduates found both the resident and corresponding courses to be a very worthwhile and challenging experience. The USAWC offers, in any given year, core courses, over 50 advanced courses, complementary programs (Military Families Program, Effective Writing, Staff Rides), special courses (such as the Advanced Warfighting Studies Program), and other programs (Military History, Current Affairs Panel, etc.). In addition, the USAWC library and the Military History Institute provide innumerable opportunities for independent study. As with most upper-level education, the opportunities are presented for the students to avail themselves. The philosophy is that there is a core body of knowledge that the senior officer needs to perform his future assignments. That is provided in the mandatory core courses. The other courses and programs are offered the student for individualized professional and personal development.

Some felt "challenged internally, not externally" by USAWC's open, relatively unstructured environment. "USAWC provides an environment where the individual is completely responsible for his personal development, not the system." In this environment, where "USAWC provided the time and resources," it was their "decision of what to do" or whether to do it. That is, the challenge was, in large part, "self-initiated." One felt that "at the AWC the challenge is always there; it's up to the student." Other comments were that USAWC was as "challenging as you wanted to make it" and "you got as much as you put into the course." "Most officers took on the challenge of getting the

most out of USAWC. An officer could 'skate' if he wanted," but most seem to have taken the opportunity to develop personally and professionally. One felt that

...the challenge was self-imposed. USAWC provided the resources to learn and grow, and my personal challenge to myself was to use those resources to best advantage.

...The challenge has to come from within the individual. It has to do with learning, studying, contemplating the hard areas and questions for which there is no apparent answer. It is worthwhile to do so at Carlisle because there are so few other opportunities during a career. One becomes too busy to contemplate the hard questions while out in the field Army.

Yes--allowed me to use my initiative to pursue electives to the depth that I wanted to.

Yes. I was treated like the successful professional I believe I am; challenged to expand my horizons in areas of benefit to my country and myself as I move into the senior-level positions.

The graduates were academically challenged by "subjects about which (they) knew nothing," by the "focus on political, economical, and sociological factors of a nation rather than just military where much of my prior military experience was focused." Even more, though, the challenge was to cognitive growth. The graduates felt there was academic challenge "to think in ways I never did before - improved (their) decision making process," "to think and rationalize" from another perspective, one that is "less black and white" and went "from a primarily tactical thought process to a strategic one." This was the result of the challenge from the "reading assignments and by the discussions," and the "assigned papers."

The USAWC challenged me in ways that I did not expect. A school house environment, at least for me, has usually been highly structured. The USAWC environment forced you to be open minded; to think about issues in a different perspective; to see things beyond a regimented military structure.

Challenging and very worthwhile. Provided a well rounded view of the military perspective as it relates to national security, national will, civil control, historical values, combat roles of different services/countries separately, jointly and combined and quality of life factors.

Yes. Tough intellectual environment in seminar groups did not allow opinion based-- vs. fact based-- rationale to exist without challenge. This type atmosphere is similar to the demands and frankness of my assignments following graduation.

Very much so. It caused me to take a more in-depth evaluation into the problem solving process rather than just precursory look. Looking at potential solutions from more than the military viewpoint required a broader examination of all aspects of a society within a country. By doing so, the solutions might not require military actions, but could be resolved by other non-violent means.

By providing an opportunity for officers to focus on their "mental, physical, social and ethical fitness," graduates felt it helped them to "become a 'total person' in the total force." This development was made possible "partly because of the curriculum and partly because of the opportunity for focused self-development."

Absolutely! It allowed me to stretch myself professionally and personally.

One of the most intellectually productive years of my life. REASON: Superbly qualified faculty to talk with, great peer learning process, FREEDOM to explore issues and a chance to deal with problems I knew I had. Great focus on the total human being.

One of the most enjoyable and professionally rewarding years in my life; I'm a better person and a better officer because of it.

As stated, I thought the USAWC was intellectually stimulating as it provided an opportunity to examine and research topics not previously broached. It was professionally challenging as it focused my attention on items previously taken for granted, i.e., physical fitness, ethics, humane aspects of leadership and senior leadership responsibilities. It was the single most worthwhile educational experience of my career.

One of the more tangible results of the USAWC year is the "association with fellow officers." Although that is socially satisfying, the most important product of the networking is that which takes place after USAWC, on-the-job. Knowing each other sometimes can cut the red tape, save time, makes coordination easier and faster, and "facilitat(es) doing my job."

As with any military school, the staff, faculty, student interaction was at least as valuable as course content.

My peers among that class remain the best product. We get things done.

Yes--interacting with contemporaries was worth the effort spent by Army and individuals. Academically challenging through studies, rewarding through interaction. Future relationships among classmates is not overrated. They have come in very handy.

"Competence and confidence to tackle any task" and the knowledge to perform one's job are the "proof of the pudding" in determining the worth of USAWC's curriculum. Graduates report more confidence in their abilities to do their job, as well as undertake future challenges. This comes from both greater content knowledge and self development/growth that resulted from their experiences at USAWC.

Absolutely! Challenging all the time due to the variety of subjects covered and worthwhile because I feel that all subjects were necessary and worthwhile. The "proof of the pudding" is that I have used most of what I learned at the War College in my last three assignments, but specially in my current job as Cdr USMILGP--Colombia, a joint assignment where the action is!

USAWC was a most useful experience. I learned more than I knew I had learned and have approached subsequent jobs with greater maturity and, probably competence. The ability to deal with unknowns rather than absolutes is, I believe, one of the great AWC lessons.

Absolutely. An AWC grad is one who can enter a room of O-6 and GO's and say - "I'm in charge, this is our task, this is the plan, let's go to work." Confidence and competence to tackle any task.

I emerged from the process with an increased sense of self-confidence, much higher developed skills at communicating to senior officers, and an in-depth knowledge of strategic considerations that I had not previously possessed.

CSC is both challenging and worthwhile. It requires an extraordinary ability to effectively manage

your time. It's a confidence building experience, that you are recognized and able to successfully compete with the very best.

Although everyone felt that USAWC was worthwhile, there was a small group of officers who felt that it was not particularly challenging. From the comments, it appears that these officers considered challenge to be having many requirements to complete. These officers were looking for more direction, more challenge that was externally induced - i.e., they were "not pushed," and consequently "had too much time on my hands."

Worthwhile--yes; challenging--no. We kind of drifted--"opportunities to do what we wanted--read, etc." OK--but too amorphous.

The challenge was there, but I didn't take it. Needed someone to "encourage" me to work harder and do more. I watched the "grass grow" too much.

Worthwhile - yes. Friends who I later dealt with in OJCS and the unified commands. Challenging - No. Three or four papers--we did that in a week on the joint staff.

Regardless of how "challenge" is defined, whether "self-imposed" or external requirements, there are those who feel that "it doesn't have to be in order to learn." The environment at USAWC was perceived to be a "TOTAL experience" which is "most appropriate for what senior officers need."

VERY worthwhile. I did not want a challenge, nor did I need a challenge at that point in my career (following 7.3 years of continuous command at the battalion level preceding USAWC.) I needed a time for reflection, reading, research, introspection. I got it--thanks.

Absolutely. It's a different plane of challenge, introspective rather than do-or-die for 16-18 hours a day. Important time-out to really digest things - academic and other - as opposed to grazing and regurgitating the stuff on the surface.

Great opportunity to reflect on the issues without the daily pressures associated with commanding units. My course was not overly demanding but provided great opportunity to study the 'big' issues...most took full advantage of that opportunity.

Graduates of the corresponding studies course (CSC) have additional challenges over residents. They complete their studies as an while performing their "normal" jobs. Reservists, not on active duty, generally have a "fulltime job," a Reserve assignment, and family responsibilities. The CSC is another "demand" on the Reservist's already full calendar.

During first year of corresponding studies I had an AR Bn during second year I had an AR Bde plus a very demanding fulltime job! Demanding? Extremely--I'm very glad I did it.

Extremely so. Challenged me both personally and professionally. Wish I had more free time to devote to studies. Tough when you're trying to balance job and family, too.

Yes. Balancing brigade command in ARNG with job and family demands makes USAWC a major investment in time for the reservist. Obviously, to volunteer for CSC means that the return has to be intellectually satisfying--that's the only payoff!!!

Challenging-definitely! The Corresponding studies course is brutal in its demand of time and energy for reservists who have a full time job, family, and reserve obligations. Worthwhile-yes. Forced me to learn things in areas I wouldn't have had to deal with and great satisfaction at completing the effort.

Yes. As a NG officer with a fulltime job, TOE Command position, the CSC program was challenging and was worthwhile.

The challenge was not only due to the time demands. Many of them felt that the CSC challenge was greater, and they had "worked harder than in graduate school" - for one graduate "This was the most challenging and demanding education I have yet encountered above a PhD and a JD." In part, this was due to the format. The numerous written assignments required the students "...to be able to take volumes of material and come up with a concise determination in two or three pages."

Very. The reading and analysis the course forced me to do in order to formulate the various papers was probably the most mind expanding thing I have ever done.

Absolutely. Curriculum was outstanding. Necessity to learn how to be succinct and to the point in writing assignments was invaluable. Requirement to "think strategic" had a drastic, positive effect.

I worked harder and learned more from AWC than either of my two Master's degrees. I also found it just as enjoyable. It was a demanding but worthwhile experience. I really worked much harder than required because each subcourse stirred me to read more books and articles related to the subject.

For many resident and corresponding studies students, the USAWC "was the best school, civilian or military, that (they) ever attended." And, although not necessarily intended, many officers felt it was the "best year I have ever spent in the Army."

It was the best schooling I've had in or outside the military. It expanded my base of knowledge, and most importantly, taught me to think.

The USAWC/CSC was the most challenging and rewarding of my military education. The challenge to think, explore, challenge and innovate was an environment that I found most productive.

...the year was the most worthwhile of my career in terms of development as a professional and more importantly as a person.

It was the greatest year of my life and next to commanding an infantry company in Vietnam, it was the next most rewarding personal experience.

OVERALL, HOW WOULD YOU RATE YOUR USAWC EXPERIENCE? WHAT WERE THE MOST POSITIVE AND MOST NEGATIVE ASPECTS OF USAWC FOR YOU AND YOUR FAMILY?

The graduates were very positive about their experiences with the USAWC. Overall, the graduates described their USAWC experience as "excellent," "outstanding," "superb," and "great experience." The most frequent response to negative aspects was "nothing." There were many graduates for whom "nothing (was) negative - except there were too many great options." Many felt that USAWC was "a highlight of my career in the Army," "the most rewarding experience of a 26-year career," and "the greatest experience of my military career." For many graduates, USAWC compared favorably with civilian education. One of the negatives was that the time was "too short," that it "went by too quickly" and "it had to end!!"

Super - I have 3 master degrees and a doctorate - this was the most fun and most expanding exercise in which I've been involved.

I must rate the experience as the best educational experience that I have ever had.

It was the best military school I had attended. It ranks high with the graduate courses I have taken as far as challenge and thought.

Again, as in previous sections, the comments reported verbatim are meant to be representative of the diversity of opinions. Although the unexpurgated comments were content analyzed, numbers alone are poor communicators. The comments are presented merely to "flesh out" findings.

The graduates were very positive about the professional development, seminar discussions (resident phases for the corresponding studies), curriculum, and the quality of their peers and the USAWC faculty. The above were the major categories common to both resident and corresponding studies graduates. The professional development was broader than just learning new knowledge. It included "the development of a thought process with a much wider breadth" to becoming a "more knowledgeable and effective leader." It also included the holistic development of a leader and an officer, morally, ethically, and as a person. Arguably the most important professional development is that which takes place after the USAWC, as a consequence of the USAWC experience. Several graduates have indicated that they have a continuing interest in world events and professional development because of USAWC.

Most positive was the "whole officer" concept of mental/physical/emotional/etc. training.

A real growth experience - personally and professionally. The most positive aspect was reinforcing the ethical and moral values of my philosophy of leadership. A greater knowledge of myself and strategies for coping with stress have been very beneficial to me.

Positive in all aspects. Good combination of academic challenge, social/family activities, and time to recharge the batteries.

It was one of my most challenging life experiences. It opened the door to opportunities for greater personal development than I could have imagined.

My thinking process was "kicked into overdrive" by the USAWC experience. I became a more analytical thinker and a better communicator as a result of the USAWC.

Positive: fitness program, independent study project, family time, spiritual programs (Catholic), sharing with contemporaries, broadening perspective on strategic matters.

I broadened my outlook and interests tremendously. I still seek out information on the national and international level that I would not have bothered with before USAWC.

USAWC is one of the most educational experiences of my life. I have continued to study world events since graduation. The college curriculum gave me an opportunity to study the various facets of attaining world peace.

The curriculum and the opportunity "to study things I had wanted to learn about," "did research I hadn't planned for, read books, discussed, argued, learned." For resident students, there was also "time to read and write and think" "about major issues," and the environment in which to do it. The curriculum provided information which broadened their outlook from their unit to the nation and the world, which helped develop a more "comprehensive understanding of global and regional actions and strategy." In addition to exposure and understanding of new subject matter, USAWC provided the environment which provided them "the time and environment conducive to venturing into new topics," and "the opportunity to freely discuss numerous issues with contemporaries."

The curriculum allowed me to learn, to discuss, to form new opinions/insights, to interact with contemporaries, to teach/lead, to read and to think in a school environment without pressure - so that in the end I had and felt the confidence and competence to join the "senior leadership."

The intellectual stimulation of learning in new areas and trying to figure out the best courses of action when the pro/con of situations were 49/51% (vice versa) and any decision would cause pain as well as success.

It broadened my outlook at the national level. Before my major concerns were the performance of my unit re: recruiting, retention, training, etc., without a national/global perspective.

Most positive is the overview and exposure to many areas that I did not feel I would ever work in but was assigned subsequent to USAWC.

Outstanding. National strategy as it impacts on the global scene and why each global region/country is important to the U.S.

The most positive aspect of AWC was that I could do some professional study because time was available - for the first time in my career.

It was a tremendous environment in which to learn, share, think, broaden perspective, regain contact with what is important in life, and yes, to recharge batteries.

The primary learning mode for the resident program at USAWC is the seminar discussion - where active learning occurs. For the corresponding studies program, the interaction is limited to the two two-week resident phases at the end of each year of instruction. During the resident phases, corresponding students interact intensively in seminar discussions where much of the "knowledge (is) gained from (their) classmates." The interaction with peers and "professional and helpful faculty" and the exposure to "top military and political leaders" appear to be a strong positive factors for both resident and corresponding students.

Most positive was interaction with faculty, students and guest speakers plus faculty time.

The residence phases were the most positive aspects of the USAWC allowing for exposure to high level officials and interaction with fellow officers.

The most positive aspect was the seminar mode of instruction and the knowledge I gained from my classmates.

Most positive was interaction with fellow students and faculty. The international fellows were a gold mine.

Opportunity to listen to some very knowledgeable people and participate in lively seminar discussion, to meet some great people.

Great exposure to the top military and political leaders. An inside view of how this nation really operates and who operates it. A thorough look at the countries of this world and how they fit or don't fit in world power.

The most positive aspects were the perspectives of other allies, sister services and other branches and how they perceive and react to different events. One can very easily develop and maintain an isolated view of life and the world until he sees how others less fortunate cope with the same problems.

Academic freedom allows people to select courses and determine how much effort they will apply. The "atmosphere of the school....you trusted me to work and learn" can be misused by a small number of students, by one estimate the "5% who never should have been selected for USAWC (only among resident graduates is this expressed)." These classmates were perceived to "lack personal and professional self discipline," and to be "small minded" or even "laughable in their absolute lack of academic pursuit." Lecturers who "did nothing but give Rotary Club" or "canned speeches" were also rated negatively.

Most negative aspects - some guest speakers were bad, but the practice of having speakers should be continued.

Negative: Many of the guest speakers merely echoed the party line many times with no real intellectual grounding to do so. I wish that more "180 degree out" speakers could have been provided to cause students/me to clash ideas and come out more the stronger - or weaker(!) in my beliefs/opinions.

Perhaps the most disappointing aspect of the experience was coming face-to-face with 'careerism' on a scale that far exceeded anything I had ever encountered. It was unnerving to witness many exhibitions of self-servitude. On the other hand, I was gratified to meet and get to know a large number of high caliber professionals.

Guest speakers who were not candid, insightful, and truthful.

One of the positive results of good peer interaction is networking. There were many more comments on the high quality of officers attending USAWC. There were many more "great interactions between classmates" and "interaction with other seminar members was the most positive aspect" comments than negative comments. Getting to know fellow students generally leads to greater understanding, and hopefully trust. As large as the military is, the environment of colonels and general officers is relatively narrow. In their positions and their rank, graduates will continually interact with officers who were their classmates. Whatever one calls the results of seminar interaction, bonding, cohesion, or just shared experiences, a

network of graduates has developed. Just knowing with whom you are dealing, being able to associate a face to a voice on the phone or a name on a piece of paper, can facilitate getting the work done.

Unforgettable and invaluable as a means of welding the age cohort into a team that can get on with the mission, because they trust the guy in charge of the adjacent line or support units - a classmate.

The most positive aspect was the opportunity to meet my peers and begin to work with them (a process which has been repeated over and over in subsequent assignments).

Great opportunity to expand horizons, share experiences and get to know folks with whom you may or will work with in future. My personal experience in the time since I graduated has been that acquaintances at USAWC have made the difference.

The most positive aspect from a professional point of view was the networking with other officers. You cannot place any value on the long lasting relationships one develops at the AWC.

There is less opportunity for seminar interaction and networking for the CSC students than for the residents. The CSC student only has "personal contact" with his fellow classmates during two two-week resident phases at Carlisle. Although they may know each other on their military assignments, they complete their requirements without "the opportunity to learn from our classmates' experiences" or from direct input from faculty. They felt they "needed to know they were not alone" especially during the first year. This feeling of being alone, with no support from others undergoing the same curriculum was perceived to be a negative aspect.

The weakest point for CSC students is that many of us had no opportunity to relate to other students except during the two week phases at Carlisle.

Negative: The point paper format is frustratingly confining, and the relative isolation of the CSC student denies opportunity to discuss and analyze issues/topics with fellow students.

Most negative - volume of material to read/study, large number of writing requirements to work on alone without benefit of discussion with others.

Most negative aspect was the (relative) inability to network and take advantage of the expertise of fellow students.

The most frequently cited "positive aspect" for the resident graduates was "family life," which was also the most "negative aspect" for corresponding graduates. For the resident students, the family was integrated into the War College environment. They were made an important part of the total curriculum and total development of the officer. Some felt that this was a "chance to strengthen family life," to "regroup family." For "roadrunners" and geographical bachelors, the family life situation was not positive. Although there were very good reasons for not bringing one's family for a one year tour, some of the "roadrunners" and geographical bachelors felt that, "it would have been a much better experience had my family been (here)," and that if they were to do it over again, they would bring their families.

Best professional and family experience I've had in my military career.

My family and I took advantage of, and appreciated, all of the family oriented activities. They are particularly helpful after 2 years of command.

The involvement of the entire family made a very positive atmosphere for professional development.

In addition to the academic challenges the environment and family orientation of the program were superb. Family - time to develop ourselves together; camaraderie with other families.

Although family life per se was identified above as being positive for resident students, there were some negatives associated with it. Small on-post housing, off-post housing, and uprooting school children for a one-year move were negatives. One of the nicknames for on-post housing is "Smurf Village" after the cartoon series. Young Hall with its "800 square foot apartments where the light barely shined in" was still "better than off post - you miss too much if you live offpost or are a road runner." For school age children, it was difficult to get involved in a new school system for one year. Living on post was perceived to help make the transition.

Most negative: living off post and losing benefit of "whole" AWC experience, particularly for the family.

The most negative aspects was having to live off post -even though I understand it. Living on post would have meant a closer association with classmates

and their families for my family. Teenagers are very cliquish and my daughter had a tough time breaking into a group.

Living off post sucks! My wife hated it, my son was miserable (not part of the "townies," not part of the "post toasties").

The total family experience was less positive. The amount of free time with the family was not as much as advertised due to course requirements which was okay. However, having to live off post (too junior for quarters on post) presented financial loads which the majority of our peers who lived on post did not have and the community is at best ambivalent toward the transitory War College student families. The Carlisle school system was one of the worst we have experienced in terms of curriculum, discipline and teacher attitudes. This comment is not just sour grapes. My son is habitually an A level student - he was at Carlisle - and an over achiever who usually enjoys school, but he hated Carlisle.

For my family - the worst assignment in their military travels. Reasons - off post housing makes us feel like a second class citizen. Hard to secure quarters from overseas. School system discriminates against War College students and frankly leadership.

Positive time with family, but very difficult on junior high age children, 1 year in town, hard to get included in school programs.

Negative - a local school system, specifically elementary which ignores the needs of children with full belief that "if we can stall for nine months this child and his/her problem will go away."

Only one negative - being a "road runner." But this was personal, "best for family" decision that had many offsetting positive benefits, too.

One of the greater differences between the resident and corresponding courses could be seen in their responses on family life. Where USAWC had an overall positive impact on family life for the residents, it had a very negative impact on family life for corresponding classes. Corresponding students were expected to fulfill USAWC academic requirements in addition to their full-time job (and sometimes Reserve assignments as "brigade command") and their family responsibilities. Some officers used their "annual leave" to complete assignments.

Families were not included in the program except during the two in-residence phases. This additional duty (USAWC) took time away from the family, so that one graduate notes "My wife became very well acquainted with the back of my head." Another wrote that his entire "Family made considerable sacrifices in getting along without me one more weekend each month during writing frenzy." The time to complete CSC assignments was found "at the expense of my family and responsibilities at home!," as time was not available from either reserve duties or civilian jobs.

Family suffered because of all this work being accomplished in free time away from civilian job and National Guard assignments.

The only negative aspect was the time requirement necessary and juxtaposed with a demanding civilian job, a very demanding command assignment and a family.

Negative: A DCS student must be willing to sacrifice an enormous amount of time that he/she would spend with his/her family. A National Guard or Reserve officer must balance available time between the demands of civilian occupations, civic and professional organizations, military assignments, and the academic demands of the USAWC, while still attempting to preserve some semblance of family life.

Negative: Severe strain on family and current assignment. Most local commanders view their needs as priority over individual professional development.

The most negative aspect was the tremendous demand on my time and energy which impacted on the available time to devote to my family. We all made significant sacrifices.

The ability to delve into areas of interest to the student is another positive aspect for the resident students. Although there is a core curriculum which all resident students must complete, they are given the opportunity and are allowed "to chart (their) own desires and pursue them to great depth." This environment "allowed one to develop to one's full potential." Additionally, the academic environment fostered the individual expression. Resident students were urged to think and express their own ideas in a non-threatening environment. Corresponding students, by the nature of the course, have little leeway in pursuing their own academic interests.

Getting to know the staff and able to express my thoughts and conclusions about world issues/US interests.

Most positive - the honor of being there among exceptional leaders, a fantastic institution, a congenial environment and having the freedom to pursue things of interest.

Positive: MSP because it gave me an opportunity to dig into a subject I had been interested in but didn't previously have the time to devote to it.

For me personally, the academic environment was very rewarding and appeared almost totally flexible to my needs.

Freedom to work personal interest independently.

Most positive: Informal seminars and ability to exchange ideas, etc. with peers.

Graduates from the corresponding course were more likely to cite the challenge, the feeling of "pride in accomplishment," and the satisfaction in having completed the course. Corresponding studies students are required to do the voluminous readings, paper assignments while performing their "normal" jobs (sometimes a civilian job and a Reserve assignment) and family responsibilities. It is, therefore, understandable that they have a "self satisfaction of achievement." This is all the more rewarding and important because they believe that completing the course would "put me above my contemporaries in consideration for responsible future assignments."

Best! I am more proud of this accomplishment than any other academic effort of my life.

The most positive aspect was the tremendous feeling of satisfaction and accomplishment in completing the program.

The most positive aspect was the feeling of achievement which goes with successfully completing the course and the prestige of being associated with the War College program. Also, receiving recognition at the end of the course for special achievement.

Positive: Sincerely believe my opportunity for promotion and assignments of increased responsibility was enhanced.

Kept me in the "running."

Another positive aspect - I felt very confident after being selected for AWC and attending - it made me feel successful as an Army officer.

The achievement and rewarding experience above comes from completing the course. The "downside" of this is the complaint that the writing assignments required an "inordinate amount of time needed to read/write and process information." This could be exacerbated by "cutting, unproductive criticism" rather than "constructive criticism" from faculty. Still, as noted above, the "positive outweighed the negative."

I had to give up flying status as the time required by my civilian job, National Guard primary assignment, family obligations, plus CSC study was too much.

The only negative aspect was being tired and losing sleep to complete the reading and writing requirements after putting in a 10-12 hour workday.

CONCLUSIONS

Although the U.S. Army War College curriculum has been evolving since its founding in 1903, the purpose has remained constant: "to preserve peace by intelligent and adequate preparation to repel aggression" (Root, 1903). The results of this survey of USAWC graduates indicates that the means to that end, i.e., the educational process, is functioning well.

Survey respondents from the resident and corresponding programs were from all branches and all sources of commissioning. The Active and Reserve Components were represented in both curricula, with a larger percentage of Active in the resident and a larger percentage of Reserve Component in the corresponding course - mirroring their class composition. Their academic credentials prior to receiving their MEL-1's are impressive, with the vast majority having Master's Degrees or higher.

The majority of corresponding course graduates felt that their selection was for the purpose of providing them "professional development." Only 22% of the corresponding graduates felt USAWC selection was for the purpose of grooming them for positions of greater responsibilities. The resident graduates were almost equally split between professional development (43%) and grooming for greater responsibilities (45%).

For 84% of all graduates, USAWC attendance occurred at the "right time in (their) career(s)." In later years, there is a tendency to feel that it came a little too late. Nearly 90% felt that LTC and LTC(P)s would benefit most from USAWC based on current regulations and practices.

USAWC prepares its graduates to operate in a senior leadership environment. S/he must have the cognitive and ethical skills required of a leader in a volatile, uncertain, complex, and ambiguous (VUCA) environment, as well as being professionally competent in military skills. On all seventeen educational objectives which contribute to those skills, USAWC was judged to have accomplished them by its graduates. All ratings were well above the mid-point of the scale, and they felt well prepared to "succeed in positions of broad scope and responsibility." Graduates felt well prepared for Army, as well as for Joint and Combined/Coalition assignments.

Their ratings of the utility of 40 separate curriculum topics and programs indicate that all are of very great utility to some portion of the graduates. As would be expected, perceived utility of topics varied by current position held, their level of assignment (Combined, Joint, MACOM, Brigade, etc.), their Component, and their branch of service. For any particular topic, there were a small number of officers who felt that that topic was "not at all" useful in their current position. However, for each topic, no fewer than 80% of the respondents felt there was at least "slight" to "very great" utility.

As the senior leadership environment evolves, USAWC is seeking to anticipate changes and prepare officers to function in the future environments - a more pro-active approach. To that end, graduates were asked to speculate on what skills/knowledges and education/training should be added to the curriculum. This question brought forth a flurry of suggestions. Many of the suggestions are already incorporated in the current curriculum, having been added since the respondent graduated. The value of these suggestions is to validate changes USAWC has made in the curriculum, as well as providing indications for how much emphasis should be put on that specific topic in the curriculum. Additional/more emphasis topics were grouped into the following categories:

- [1] concepts and issues in working in a joint environment,
- [2] involvement in more domestic issues (i.e., drug interdiction, disaster recovery, etc.)
- [3] working within environmental protection laws,
- [4] better understanding of resource management issues,
- [5] better understanding of international relationships (i.e., treaties, use of diplomacy) and cultures,
- [6] how to think
- [7] better verbal and written communication skills, and
- [8] warfighting.

In comparison to suggestions for curriculum additions, the suggestions for deletions were few in number. The most frequent response was "none." Although there were several courses that

were "boring," there was recognition that most were "necessary evils." Any suggestion to delete a course because it was not useful to one student was sometimes perceived to potentially "shortchange" another student who might want/need the information.

Academic rigor and challenge was perceived to be greater by graduates of the corresponding course than resident graduates. Still, for both groups, the USAWC curriculum presents both great rigor and challenge. Based on the ratings and their comments, formal grading and competition for distinguished graduate status would not have resulted in graduates having learned more. Reasons: the students selected are already internally motivated to achieve, and peer pressure to perform are more than adequate to ensure learning. Formal grading and ranking structures would be predicted to result in less learning because it would generate competitiveness in the seminar, would make the grade earned more important than learning, would discourage total professional development, and would discourage students from studying topics where they had little previous knowledge.

Overall, the USAWC experience - for both the corresponding and resident graduates - was worthwhile and "excellent." The reasons for these perceptions are numerous. Some, like academic challenge and professional development, have already been mentioned. Others included getting to know one's peers and the networking that results, getting to know one's family (for resident students only), and pride of accomplishment (for corresponding students). Negatives included living offpost and uprooting families for a one-year tour (for resident students), and conflicting demands (civilian job and military and family responsibilities - for corresponding students).

As the first biennial survey of USAWC graduates, the results are a snapshot, representative of one point in time. As the respondents take on other assignments and responsibilities, their perceptions of the utility of curriculum topics and suggestions/deletions of topics may change to meet/match new domestic and global realities. In the spring of 1992 and every alternate year thereafter, the biennial survey will be distributed to graduates. It is hoped that this longitudinal data will prove useful in continually updating the curriculum to prepare future generations of senior Army leaders.

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**SURVEY OF USAWC GRADUATES
FROM ACADEMIC YEARS 1983 - 1989**

**UNITED STATES ARMY WAR COLLEGE
CARLISLE BARRACKS, PA**

MARCH 1990

Approval Authority:
U.S. Army Soldier Support Center
Survey Control No.: ATNC-AO-90-36
RCS: MILPC-3

INSTRUCTIONS

1. Indicate all answers to Questions 1 through 96 on the enclosed SCANTRON form by filling in the appropriate numbered space.
2. Select only ONE answer to each question.
3. Use a Number 2 pencil on the SCANTRON.
4. If you make a mistake, erase the mark completely before entering a new answer.
5. Questions 97 to 103 are for your comments and suggestions. Your responses should be filled out on this questionnaire.
6. Your responses will be treated as confidential. Data will be aggregated into statistical summaries to ensure confidentiality of responses. There will be no identification by individual data.
7. Should you find any question objectionable, leave that answer space blank and go on to the next question.
8. Upon completion of survey, please return the entire questionnaire and scantron sheet in the self-addressed return envelope provided.

PART I. EDUCATIONAL OBJECTIVES

The educational objectives of the USAWC academic program are listed below. Indicate the extent to which the educational objectives have been accomplished for you. Please use the scale below for this section (Questions 1 through 17).

Not at all 1	Slightly 2	Moderately 3	Greatly 4	Very Greatly 5
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HOW WELL HAS USAWC PREPARED YOU TO:

1. set an ethical climate in your service/organization?
2. be physically fit?
3. be mentally fit?
4. deal with problems which have no clear cut solutions?
5. be an innovator/initiator of policy?
6. succeed in positions of broad scope and responsibility?
7. assess/plan for the future while executing in the present?
8. think conceptually?
9. think critically?
10. work in a strategic environment?
11. understand the role of the military in a democratic society?
12. be adept in the development and use of military forces to achieve national objectives?
13. advise the National Command Authorities on the use of military forces to achieve national objectives?
14. make better decisions and give better advice?
15. provide a frame of reference which recognizes the complexity of the issues dealt with, but also provides the perspective to work through them to find solutions?
16. serve in an organization involving joint forces?
17. serve in an organization involving combined or coalition forces?

The following sections include attitudes about the U.S. Army War College curriculum. Using the scale below, indicate your degree of agreement or disagreement with each of the following statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

PART II: CURRICULUM TOPICS

18. USAWC curriculum covered the right subjects for my professional development.
19. The curriculum provided enough flexibility to tailor my professional development.

PART III: USAWC FOCUS

20. The USAWC is a "total" experience, not just academics.
21. Academics should be the only focus at USAWC.
22. USAWC should produce officers who have a wide breadth of knowledge.
23. USAWC should produce officers who have depth of knowledge in specialized areas.
24. USAWC should be producing generalists (and not specialists).
25. USAWC's focus should be more "joint".

PART IV: ACADEMIC RIGOR

26. USAWC's curriculum was academically challenging.
27. In my opinion, USAWC's curriculum would compare favorably with most graduate schools.
28. USAWC graduates are better prepared than other service War college graduates.
29. I would have learned more if the academic standards had been higher.
30. I would have learned more if there had been formal grading and competition for distinguished graduates.

PART V: CURRICULUM TOPICS

Listed below are the curriculum topics taught at the USAWC. Using the scale below, indicate how useful each of the topics is in your current position. If the topic was not covered in your program, please respond with "not applicable" (N/A).

Not at all 1	A Little 2	Moderately 3	Greatly 4	Very Greatly 5	Not Applicable 6
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THE SENIOR LEADER

- 31. Senior leadership competencies
- 32. Ethics and values of the senior leader
- 33. Strategic and operational decision making
- 34. Self assessments (e.g., Myers-Briggs personality/preferences)
- 35. Command in war
- 36. Strategic vision
- 37. Human dimension of combat

WAR, NATIONAL POLICY AND STRATEGY

- 38. Theory and nature of war
- 39. Elements of national power
- 40. Impact of domestic environments on national security policy
- 41. Impact of global environments on national security policy
- 42. Formulating and analyzing national security strategy
- 43. Formulating and analyzing national military strategy
- 44. Historical assessment of national strategy
- 45. Strategic and theater nuclear concepts/issues
- 46. Regional and global strategic appraisals

IMPLEMENTING NATIONAL MILITARY STRATEGY

- 47. Operational continuum (spectrum of conflict)
- 48. Process of formulating joint military strategy and doctrine
- 49. Joint operation planning system (JOPS)

Listed below are other curriculum topics taught at the USAWC. Using the scale below, indicate how useful each of the topics is in your current position. If the topic was not covered in your program, please respond with "not applicable" (N/A).

Not at all 1	A Little 2	Moderately 3	Greatly 4	Very Greatly 5	Not Applicable 6
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- 50. Planning, programming, and budgeting system (PPBS)
- 51. Joint strategic planning system (JSPS)
- 52. The structure and capabilities of military forces
- 53. How the Army develops, resources, sustains and mobilizes forces to support national military strategy
- 54. Planning and execution of strategy
- 55. Process of mid-range policy formulation
- 56. Theater planning at the Unified Command level
- 57. Security assistance
- 58. Operational art
- 59. Organization and functions of non-military agencies
- 60. Risk assessment

OTHER/ADDITIONAL CURRICULUM TOPICS AND PROGRAMS

- 61. Effective oral communication
- 62. Effective written communication
- 63. Application of word processing and other computer skills
- 64. Assessing your general health and fitness
- 65. Type A/B and Stress management
- 66. Military Studies Program (MSP)
- 67. Military families program
- 68. Advanced courses program
- 69. TV and media workshop
- 70. Military history - lessons learned

PART VI: VALUE OF USAWC

In this section, indicate your degree of agreement or disagreement on each of the following statements.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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71. USAWC is the best senior service school for Army officers.
72. USAWC is a worthwhile investment in people and money.
73. USAWC prepares one well for a joint assignment.
74. USAWC prepares one well for an Army assignment.
75. I would recommend USAWC over other service War Colleges to my subordinates.
76. One of the most useful aspects of USAWC is the networking with other officers.
77. A sister service MEL-1 level equivalent program would have better prepared me for senior level positions.

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78. Which one of the following statements BEST describes how you felt when you were selected for USAWC?

1. I felt that USAWC was a reward for past performance.
2. I viewed USAWC as an opportunity for professional development.
3. I viewed USAWC as a "time out" to "recharge my batteries".
4. I felt that this was an indication that the Army was grooming me for greater responsibilities.

79. I attended USAWC:

1. too early in my career
2. at the right time in my career
3. too late in my career

80. Based on current regulations and practices, which group of officers would benefit most from USAWC?

1. LTC
2. LTC(P)
3. COL
4. COL(P)

81. In your opinion, graduates of which senior service college get the best career enhancing assignments?

1. Army War College (USAWC)
2. USAWC - Senior Service College Fellows
3. Air War College
4. Naval War College
5. National War College
6. Industrial College of the Armed Forces
7. All about the same

VII. DEMOGRAPHIC INFORMATION

82. What is your primary branch?

1. Combat Arms
2. Combat Support
3. Combat Service Support
4. Health Services
5. Other

83. What is your status or component?

1. Retired
2. Regular Army
3. Army National Guard
4. Army Reserves

84. What is the source of your original commission?

1. USMA
2. Army ROTC
3. Army Officer Candidate School
4. Other Service Academy
5. Other Service ROTC
6. Other Service Officer Candidate School (or equivalent)
7. Direct Commission
8. Other

85. Did you serve one or more tours in Vietnam?

1. No
2. Yes

86. Through which program did you receive MEL-1?

1. USAWC Corresponding Studies Course
2. USAWC Resident Course
3. Senior Service College Fellow

87. What was your civilian education level prior to USAWC?

1. High school degree
2. Some college but did not graduate
3. Two-year college degree (Associate or equivalent)
4. Four-year college degree (BS, BA or equivalent)
5. Some graduate credits
6. Master's degree (MS, MA or equivalent)
7. Some post-Master's credit
8. Doctoral degree (PhD, EdD, MD, JD or equivalent)

88. What was your grade when you started the Army War College course?

1. LTC
2. LTC(P)
3. COL

89. In what calendar year did you receive your MEL-1?

1. Before 1983
2. 1983
3. 1984
4. 1985
5. 1986
6. 1987
7. 1988
8. 1989

90. What is your current rank?

1. LTC
2. LTC (P)
3. COL
4. COL (P)
5. BG
6. MG
7. Retired

91. What is your current level of assignment?

1. Service Staff
2. Joint Staff
3. Combined Staff
4. MACOM
5. Corps
6. Division
7. Brigade
8. Installation
9. Other

92. What is your current job?

1. Commander
2. Deputy Commander
3. Staff Officer
4. Instructor
5. Program/Project Manager or Deputy Program Manager
6. Reserve/National Guard Advisor
7. Other

93. How many assignments have you had since receiving your MEL-1?

1. One
2. Two
3. Three
4. Four
5. Five
6. Six or more

94. How many of these assignments have been appropriate for someone with a MEL-1?

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six or more

95. In your opinion, what rank will you realistically achieve by the time you retire?

1. LTC
2. COL
3. BG
4. MG
5. LTG or GEN

96. How many more years are you planning to remain in the Army?

1. Less than 1 year
2. 1-2 years
3. 3-4 years
4. 5-6 years
5. 7-8 years
6. More than 8 years

PART VIII: FUTURE REQUIREMENTS AND NEEDS

97. What skills/knowledges do you feel senior officers will need in the next five to ten years that should be added to the curriculum?

98. If you could delete any one topic from the USAWC curriculum, what would you delete? Please explain.

99. How do you think the USAWC could be improved to better prepare officers?

PART IX. OVERALL EVALUATION OF USAWC

100. Did USAWC provide a challenging and worthwhile experience for you? Please explain.

101. Overall, how would you rate your USAWC experience? What were the most positive and most negative aspects of USAWC for you and your family?

102. Testing, grading, and rigor keep coming up as issues. Do you feel you would have learned more if you were tested while at USAWC? Should this be done at USAWC? Please explain.

103. Additional comments and suggestions.

Thank you for your participation.